

TN Part B, State Performance Plan



**State of Tennessee
Department of Education
Division of Special Education
2005 – 2010**

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Part B State Performance Plan (SPP) for 2005-2010

Overall view of the State Performance Plan Development:

The Part B, IDEA State Performance Plan (SPP) for Tennessee was developed in conjunction with and approved by the State's Advisory Council and the State's Interagency Coordinating Council (for appropriate indicators).

In order to complete this document:

1. Data was gathered from the Federal Data Reports, state End of Year (EOY) Reports, state and federal statistical analysis reports, parent surveys, monitoring information, advocacy and parent groups, local education agencies (LEA) personnel whenever possible. The Office of Data Services reformatted the information into tables that could be used for completion of the indicators.
2. The SPP Chairperson was asked to be responsible for the overall completion and submission of the document.
3. Each Cluster was assigned a chairperson for overall management and accountability as well as specific timelines for completion.
4. Each indicator was assigned a primary person who was responsible for primary communication with the stakeholders of that group and ensuring that all information and suggestions were considered in the development and finalization of that indicator. Division personnel were assigned to various indicators and personnel from other offices within the Department of Education, as well as other departments, were asked to be a part of the various indicator groups.
5. The DOE SPP Advisory Committee contracted members from the State Advisory Council, the State Interagency Coordinating Council (ICC), the TN TPI, the Developmental Disability Council and other parent groups asking for persons to participate. Indicator Chairpersons were responsible for contacting persons outside of the Division to participate in the SPP for their indicators. Personnel from the Department of Education's Division of Teaching & Learning, Office of Early Childhood, Office of Evaluation & Assessment, and Office of Accountability, the Department of Human Services, Parent and advocacy groups, interest groups, members of both the State Advisory Council and the State Interagency Coordination Council volunteered and provided feedback for indicators that interested them. This is not a total listing of the offices and groups that were involved, some are also listed within the indicators, but it is an overview.
6. Deadlines for review dates, draft presentations and meetings were established along with determining who should be in attendance at each meeting.
7. Meetings were held on a weekly basis with the cluster and indicator chairpersons to ask and answer questions, review data and indicator progress of various indicators and clarify any issues.
8. Once the document was compiled, the "draft" was submitted to the State SPP Advisory Council and all stakeholders for final review prior to finalization.
9. The document was then presented to the Division of Special Education's State Advisory Council on November 21, 2005, for approval prior to being submitted to OSEP.
10. In addition to the regular meetings, some of the indicator groups had additional meetings. That information is included in the *Overview* of that particular indicator.

This SPP will be disseminated throughout the state via our website,
<http://www.state.tn.us/education/speced/sereports>.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

A core group consisting of State Department of Education, Division of Special Education and Career Technical Education personnel reviewed previous data on graduation rates and current input from stakeholders. Stakeholder input from nine agencies or organizations and twelve backgrounds or positions such as: including Special Education Supervisors, various Advocacy & Parent Groups, the State Advisory Council and the State Improvement Grant Leadership Committee and others, was gathered through a stakeholder survey.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

Tennessee's graduates have a choice of three (3) different exit documents. There is the high school diploma, the high school certificate and the special education diploma. The high school diploma is awarded to students who (1) earn the specified 20 units of credit or satisfactorily complete an individualized educational program, (2) meet competency test or gateway examination standards, and (3) have satisfactory records of attendance and conduct.

The high school certificate is awarded to students who have earned the specified 20 units of credit and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The special education diploma is awarded to students who have satisfactorily completed an individualized education program, and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

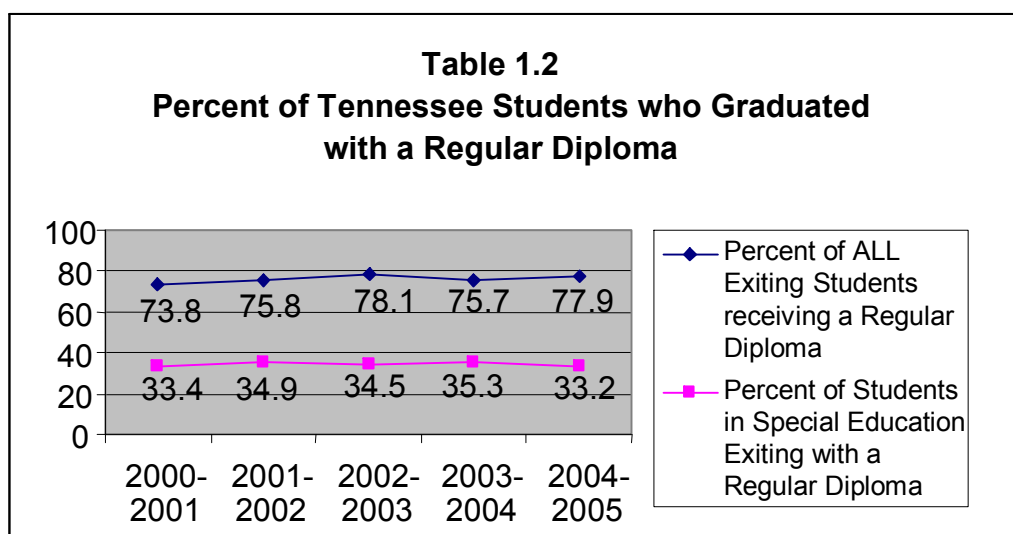
The percent of all students exiting with a regular diploma is defined as the number of all students who graduated with a regular high school diploma divided by the number of students age 14 or older who left school with a regular diploma, with a certificate, or by dropping out. The percent of students in special education exiting with a regular diploma is defined as the number of students receiving special education services who graduated with a regular high school diploma divided by the number of students receiving special education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age, or by dropping out. The calculation is the same for both regular and special education students.

NCLB excludes GED completers from being considered as graduates. In Tennessee, children with disabilities who have satisfactorily completed their Individual Education Program, passed the gateway examination standards (or for students that were freshman prior to 2001, passed the competency tests) and have satisfactory records of attendance and conduct may also receive a regular diploma.

Baseline Data for FFY 2004 (2004-2005):**Table 1.1**

Percent of Tennessee Students who Graduated with a Regular Diploma					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percent of Gen. Ed Students Exiting Receiving a Regular Diploma	73.8%	75.8%	78.1%	75.7%	77.9%
Percent of Students in Special Education Exiting with a Regular Diploma	33.4%	34.9%	34.5%	35.3%	33.2%

Data Source: Same as below.



Data sources documents: Tennessee's 2001, 2002, 2003 and 2004 OSEP DANS Table 4; Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001, 2002, 2003, and 2004 school years; and Tennessee Department of Education 2004 Report Card and 2005 Report Card.

Discussion of Baseline Data:

As shown in the table above, the percent of general education students who are graduating with a high school diploma decreased by 2.4% from 2002-03 to 2003-04, while the percentage of students in special education exiting with a Regular Diploma increased 0.8%. General education students graduating with a high school diploma increased by 2.2 % from 2003-04 to 2004-05 while the percentage of students in special education exiting with a regular diploma decreased 2.1%.

Since there had been yearly increases in special education students exiting with a regular diploma since the 2000-01 baseline except for the slight (.4%) decrease in 2002-03, the 2.1% decrease in special education students exiting with a regular diploma in 2004-05 may be a result of the new 2004-05 requirement that all students graduating with a regular diploma pass English II, Algebra I and Biology I Gateways. Because this new requirement appears to have such a negative effect on the special education students graduating with a regular diploma, extensive Gateway tutoring for at-risk students will be implemented during the 2005-06 school year.

A 1.5% yearly increase in the percent of students in special education exiting with a Regular Diploma is considered a rigorous target considering that is the largest increase previously obtained prior to the Gateway requirement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Increase the percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2006 (2006-2007)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2007 (2007-2008)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2008 (2008-2009)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2009 (2009-2010)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2010 (2010-2011)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Beginning with 2005-06 data, compare graduation rates statewide and by LEA to analyze the need for improvement. Identify LEAs with graduation rates lower than the state average for youth with IEPs. Conduct focused monitoring and development of improvement plans where warranted.	Yearly	State Report Card data OSEP data Table 4 Div. of Accountability Roster of Grad. Reports
Provide extensive training for test accommodations for use with state mandated assessments	Yearly	LEA personnel SDOE Consultants
Provide Gateway tutoring for at-risk students	Yearly	LEA personnel SDOE Consultants

Increase student participation in work-based learning	Yearly	LEA personnel SDOE Consultants
Increase reading instruction for all grades	Yearly	LEA personnel SDOE Consultants NCLB
Explore use of credit recovery programs	Yearly	LEA personnel SDOE Consultants
AYP grant targeted towards NCLB scores for High School graduation rate for students with disabilities sub group	Reviewed yearly, grant maximum of 3 years	SDOE Consultants

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Input for completion of this portion of the performance plan included: a stakeholder survey, weekly meetings with TDOE staff, and multiple requests to stakeholders for input and revisions.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

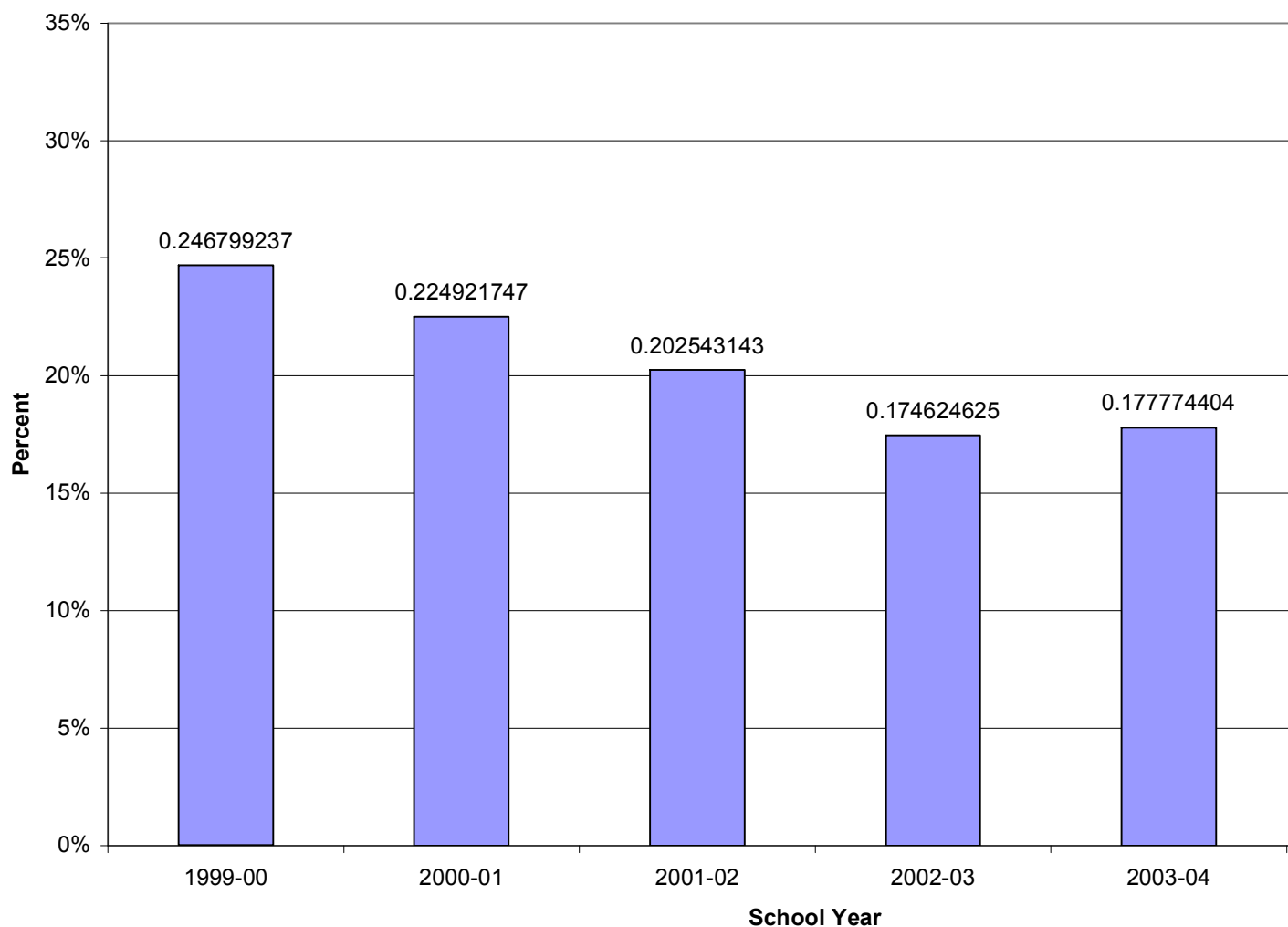
Tennessee defines a dropout as an individual who (1) was enrolled in school at some time during the previous school year; (2) was not enrolled at the beginning of the current school year; (3) has not graduated from high school or completed a state or system approved education program; and (4) does not meet any of the following exclusionary conditions: (i) transfer to another public school, school system, private school, or state- or system-approved education program; (ii) temporary absence due to suspension or illness; or (iii) death.

Tennessee calculates drop-out rates by event rate and cohort rate. Tennessee defines the event rate as the number of students in grades nine through twelve who drop out of school during a given year divided by the net enrollment in grades nine through twelve for the same year. The cohort rate is the percentage of an entering ninth grade class that has dropped out by the end of the twelfth grade. It is calculated by dividing the number of students in a graduating class, who dropped out over the four years they were in high school, by the class's ninth grade net enrollment. The cohort rate has been used for the drop-out calculation method for this plan.

Data on drop-outs is collected through the federal data Table 4, *Report of Children with Disabilities Exiting Special Education*.

Baseline Data for FFY 2004 (2004-2005): Data Source: Federal Data Table 4 Exiting

Percent of Tennessee Students with Disabilities Age 14 and Older Dropping Out



Discussion of Baseline Data:

Percentages of students dropping out were calculated by dividing the number of students with disabilities 14 years and older who dropped out by the number of students with disabilities 14 years and older who graduated with a diploma, received a certificate, reached the maximum age for services, died, or dropped out, then multiplying by 100.

Percentages for each school year were as follows: 24.68 in 99-00, 22.49 in 00-01, 20.25 in 01-02, 17.46 in 2002-03, 17.78 in 03-04, and 31.90 in 04-05. There was a significant increase in the drop out percentage in 2004-05 in comparison to the previous four years. This was primarily due to a change in the definition of drop-outs by OSEP. The category of students “moved, not known to be continuing” were counted as drop-outs beginning in 2004-05 where they had not been in the past. Prior to this there had been a steady decline in drop out rates over the last 4 years.

TN calculates the cohort dropout rate by the same method for all students. For 2004-05 the cohort rate for all students in TN was 10.4%. The State target for all students is 10%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Reduce the drop-out rate for students with disabilities by 1.5%.
2006 (2006-2007)	Reduce the drop-out rate for students with disabilities by 1.5%.
2007 (2007-2008)	Reduce the drop-out rate for students with disabilities by 1.5%.
2008 (2008-2009)	Reduce the drop-out rate for students with disabilities by 1.5%.
2009 (2009-2010)	Reduce the drop-out rate for students with disabilities by 1.5%.
2010 (2010-2011)	Reduce the drop-out rate for students with disabilities by 1.5%.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Develop experiential work activities for grades before graduation.	Annually	LEA Staff TDOE Staff
Pursue development of alternate diplomas or graduation paths.	2006-07 School Year	TDOE Staff Stakeholder Task Force
Increase the availability of vocational programming.	Annually	LEA Staff
Emphasize development of work based learning programs to increase student involvement and the benefits to students.	Annually	LEA Staff TDOE Transition Staff
Promote the inclusion of goals for all students in the areas of: independent living, management of personal finances, completing applications and resumes, employment and post secondary schooling exploration.	Annually	LEA Staff
Provide training to special education and general education teachers on differentiated instruction, and testing accommodations. Provide training on Response to Intervention (RTI).	Annually	TDOE and LEA Staff, State Improvement Grant (SIG)
Conduct review of drop out rates for all LEAs and identify those falling above an established target for focused monitoring and development of improvement planning as warranted.	Annually	TDOE Staff

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Data gathered for Indicator 3 is based on Tennessee's NCLB report for participation and proficiency rates for the Tennessee Comprehensive Assessment Program (TCAP) in the 2004-2005 school year. The Office of Evaluation and Assessment, Division of Accountability and the Office of Assessment, Division of Special Education in the Department of Education (DOE) conducted five meetings to discuss data collected for statewide general and alternate assessments. The TCAP-Alternate Advisory Committee, comprised of 12 parent and special education stakeholders held four meetings to make revisions in the process of TCAP-Alt Portfolio development and scoring. The TCAP-Alt Alternate Standards Committee, composed of forty-three (43) persons from across the state (including teachers, parents, curriculum specialists, and DOE personnel) held five meetings to develop Alternate Learning Expectations and Alternate Performance Indicators for the TCAP-Alt. Additionally, broad input from parent, advocate, and special education stakeholders from across the state was obtained through a stakeholder survey.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.
- B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

- C. Proficiency rate =
 - a. # of children with IEPs in grades assessed;

<p>b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);</p> <p>c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);</p> <p>d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and</p> <p>e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).</p> <p>Overall Percent = b + c + d + e divided by a.</p>

Overview of Issue/Description of System or Process:

The Tennessee Comprehensive assessment Program (TCAP) consists of the following assessments at the grade levels listed below. These assessments are mandated by the State and administered at specified times throughout the year.

End of Course Assessments are administered to students upon completion of the related course or instruction in the subject area. Each assessment counts 15% towards the student's final course grade as mandated by the Tennessee State Board of Education. Proficient scores on the English II, Biology, and Algebra I end of course tests are required for the receipt of a regular diploma. These three assessments are referred to as Gateway Assessments.

TCAP Assessment	Grade Level(s)	Administration Time Frame
TCAP Achievement Test (Reading/Language Arts, Mathematics, Science, Social Studies)	3,4,5,6,7,8	Late spring
TCAP Writing Assessment	5, 8, 11	February
TCAP Gateway Assessments: Language Arts (English II), Science (Biology), Mathematics (Algebra I) TCAP End of Course Assessments: Math Foundations II, English I, U.S. History, Physical Science	High School – upon completion of corresponding course or, for special education students, instruction in the subject area.	Three times per year – December, May, and summer administration
TCAP-Alt (Reading/Language Arts, Mathematics, Science, Social Studies)	3,4,5,6,7,8	Portfolio Assessment completed throughout school year Out-of-level administered during TCAP Achievement window
TCAP-Alt Writing Assessment	5, 8, 11	February
TCAP-Alt: High School Reading/Language Arts	High School – Typically completed during 10th grade	Portfolio Assessment completed throughout school year Out-of-level administered during TCAP Achievement window
TCAP-Alt: High School Mathematics	High School – Typically completed during 9th grade	Portfolio Assessment completed throughout school year Out-of-level administered during

TCAP-Alt: High School Science	High School – Typically completed during 9th grade	TCAP Achievement window Portfolio Assessment completed throughout school year Out-of-level administered during TCAP Achievement window
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In addition to the State-mandated assessments, LEAs may order the Terra Nova Assessments through the State for grades K, 1 and 2 for district-wide assessment. For students with significant cognitive disabilities, portfolio assessments corresponding with the areas assessed may be completed for students at these grade levels.

A variety of TCAP Accommodations are available for student use. Accommodations fall into three main categories: Allowable accommodations, Special Accommodations, and ELL Accommodations. Allowable Accommodations may be used by any student as needed. Special Accommodations may be used only by students with IEPs or 504 Service Plans. ELL Accommodations may be used only by students who score as non-proficient on the Comprehensive English Language Learner Assessment (CELLA). In all cases, the accommodations must be those that are used consistently within the classroom for instruction and similar assessments. The student must be familiar with the accommodation and proficient in its use.

The TCAP Alternate Assessment (TCAP-Alt) consisted for two types of assessments for the 2004-2005 school year: portfolio assessment and Alternate Standards Assessment (TCAP-Alt ASA) which was out-of-level assessment. In April, 2005, the TCAP Alternate Standards Committee met for the first time for the purpose of developing Alternate Performance Indicators on which TCAP-Alt assessments can be based. The Alternate Standards Committee is made up of approximately 50 education professionals including DOE personnel from the Office of Evaluation, Assessment and Research, the Division of Special Education and the Division of Curriculum and Instruction and LEA special education professionals and administrators. The Alternate Performance Indicators were finalized in September, 2005, and serve as the basis for the newly revised portfolio assessment.

In May, 2005, the TCAP-Alt Advisory Committee – made up of LEA special education practitioners and administrators, higher education professionals, parents, and DOE staff - began working to revise the TCAP-Alt Portfolio Rubric and the TCAP-Alt Participation Guidelines. Efforts were made to focus the rubric more on the academic areas to be assessed rather than the programming opportunities for the student. The Participation Guidelines were revised to incorporate more student safeguards, including a statement that participation in alternate assessment is in the best interest of the student and not a decision based upon potential impact on school/system performance scores.

In August, 2005, non-regulatory guidance regarding alternate assessment was issued from the US Department of Education. As a result, LEAs were informed that while out-of-level assessments may still be used under Tennessee's alternate assessment program for the 2005-2006 school year, student scores on these assessments would not count towards proficiency or participation for AYP calculations. Efforts are being made by the State to develop two additional assessments for the 2006-2007 school year. The first of these assessments will compliment the portfolio assessment and meet the needs of those students with significant cognitive disabilities. The second assessment will meet the needs of students with persistent academic disabilities and will be based on modified achievement standards.

Baseline Data for FFY 2004 (2004-2005):

Measurement:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

SPP Template – Part B (3)

**Tennessee
State**

Eighty-one, or 59.6%, of 136 districts met the State's AYP objectives for progress (or had $n < 45$) for the disability subgroup (children with IEPs). Included in the 81 districts are districts that met targets through safe harbor.

B. Participation rate =

- a. # of children with IEPs in grades assessed;

Reading

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway English II + Grade 10 TCAP Alt Reading	$6675 + 500 = 7175$
Total Reading	34006

Math

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway Algebra I + Grade 9 TCAP-Alt Mathematics	$5820 + 484 = 6304$
Total Math	33135

Note: For grades 3, 5, and 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2004 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);

Reading

Grade	Number of Students Without Accommodations	Percent
3	2985	35.7%
5	2739	31.4%
8	3546	36.4%
First-Time Test Takers: Gateway English II	3640	50.7%
Total Reading	12910	38.0%

Math

Grade	Number of Students Without Accommodations	Percent
3	3005	35.9%
5	2765	31.7%
8	3559	36.6%
First-Time Test Takers: Gateway Algebra I	3944	62.6%
Total Math	13273	40.1%

- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);

Reading

Grade	Number of Students With Accommodations	Percent
3	4737	56.6%
5	5313	60.9%
8	4511	46.3%
First-Time Test Takers: Gateway English II	3035	42.3%
Total Reading	17596	51.7%

Math

Grade	Number of Students With Accommodations	Percent
3	4799	57.3%
5	5342	61.2%
8	4520	46.4%
First-Time Test Takers: Gateway Algebra I	1876	29.8%
Total Math	16537	50.0%

- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100);

Tennessee does not currently offer alternate assessment against grade level standards.

- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Reading

Grade	Number of Students Alternate Assessment	Percent
3	380	4.5%
5	378	4.3%
8	827	8.5%
First-Time Test Takers: Grade 10	500	2.0%
Total Reading	2085	6.1%

Math

Grade	Number of Students Alternate Assessment	Percent
3	379	4.5%
5	377	4.3%
8	831	8.5%
First-Time Test Takers: Grade 9	160	2.5%
Total Math	1747	5.3%

Tennessee collects data regarding the number of students who were absent for State-mandated assessments as well as those students with medical exemptions. The following tables provide information at the grades/areas specified in this report:

SPP Template – Part B (3)

**Tennessee
State**

Reading: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	111	2
5	97	1
8	118	8
High School	103	Not Available

Mathematics: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	30	2
5	42	1
8	94	8
High School	89	Not Available

Overall Percent Participation = b + c + d + e divided a

Overall Percent Reading Participation

Grade	Number of Students – Without Accommodations	Number of Students – With Accommodations	Number of Students – Alternate Assessment	Total Students with IEPs	Total Percent Participation
3	2985	4737	380	8370	96.8%
5	2739	5313	378	8724	96.6%
8	3546	4511	827	9737	91.2%
First-Time Test Takers: Gateway English/ High School TCAP-Alt	3640 (Gateway Tests Only)	3035	500	7175	100%
Total Reading	12910	17596	2085	34006	95.8%

Overall Percent Mathematics Participation

Grade	Number of Students – Without Accommodations	Number of Students – With Accommodations	Number of Students – Alternate Assessment	Total Students with IEPs	Total Percent Participation
3	3005	4799	379	8370	97.8%
5	2765	5342	377	8724	97.2%
8	3559	4520	831	9737	90.9%
First-Time Test Takers: Gateway Algebra I/ High School Math	3944	1876	160	6304	94.9%
Total Math	13273	16537	1747	33135	95.2%

C. Proficiency rate =

a. # of children with IEPs in grades assessed;

Reading

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway English II	6675
Total Reading	33506

Math

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway Algebra I	5820
Total Math	32651

Note: For grades 3, 5, and 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2004 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);

Reading

Grade	Number of Students – Without Accommodations Proficient or Above	Percent
3	2352	28.1%
5	1960	22.5%
8	2109	21.7%
First-Time Test Takers: Gateway English II	2639	36.8%
Total Reading	9060	26.6%

Math

Grade	Number of Students – Without Accommodations Proficient or Above	Percent
3	2070	24.7%
5	1858	21.3%
8	2073	21.3%
First-Time Test Takers: Gateway Algebra I	1951	30.9%
Total Math	7952	24.0%

- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);

Reading

Grade	Number of Students – With Accommodations Proficient or Above	Percent
3	3649	43.6%
5	3423	39.2%
8	2466	25.3%
First-Time Test Takers: Gateway English II	2080	29.0%
Total Reading	11618	34.1%

Math

Grade	Number of Students – With Accommodations Proficient or Above	Percent
3	2176	26.0%
5	2713	31.1%
8	1794	18.4%
First-Time Test Takers: Gateway Algebra I	759	12.0%
Total Math	7442	22.5%

- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100);

Tennessee does not currently offer alternate assessment against grade level standards.

- D. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Reading

Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
3	308	3.7%
5	337	3.9%
8	508	5.2%
First-Time Test Takers: Grade 10	328	4.6%
Total Reading	1481	4.4%

Math

Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
3	298	3.6%
5	322	3.7%
8	705	7.2%
First-Time Test Takers: Gateway 9	423	6.7%
Total Math	1748	5.3%

Overall Percent Proficient= b + c + d + e divided by a.

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Overall Percent Proficient in Reading

Grade	Number of Students – Proficient or Above – Without Accommodations	Number of Students – Proficient or Above – With Accommodations	Number of Students – Proficient or Above – Alternate Assessment	Number of Students with IEPs	Total Percent Proficient or Above
3	2352	3649	308	8370	75.3%
5	1960	3423	337	8724	65.6%
8	2109	2466	508	9737	52.2%
First-Time Test Takers: Gateway English/ High School TCAP-Alt	2639	2080	328	5820	86.7%
Total Reading	9060	11618	1481	32651	68.8%

Overall Percent Proficient in Mathematics

Grade	Number of Students – Proficient or Above – Without Accommodations	Number of Students – Proficient or Above – With Accommodations	Number of Students– Proficient or Above – Alternate Assessment	Number of Students with IEPs	Total Percent Proficient or Above
3	2070	2176	298	8370	54.2%
5	1858	2713	322	8724	56.1%
8	2073	1794	705	9737	47.0%
First-Time Test Takers: Gateway Algebra I/ High School Math	1951	759	423	5820	53.8%
Total Math	7952	7442	1748	32651	52.5%

Discussion of Baseline Data:

Eighty-one, or 59.6%, of 136 districts met the State's AYP objectives for progress (or had n<45) for the disability subgroup (children with IEPs). Included in the 81 districts are districts that met targets through safe harbor.

All data regarding student scores and use of accommodations was provided to the Division of Special Education by the Office of Evaluation, Assessment and Research. Scores analyzed for the 2004-2005 school year reflect performance on the TCAP Assessments in grades 3, 5, and 8 and for first-time test takers on Gateway Reading/Language Arts Assessments (English II), Gateway Mathematics Assessments (Algebra I) and high school alternate assessments in reading/language arts and mathematics. All TCAP Assessments are criterion referenced tests (CRTs). For the 2005-2006 school year, performance for grades 3-8 will be measured for AYP. Analysis for the additional grade levels will impact future reports regarding student participation and progress.

Data for the number of students with IEPs in the grades assessed was collected from the December 1, 2004 Census Report. Tennessee currently collects the number of students with disabilities by student

age rather than by grade level. Therefore, for the purposes of this report, the following ages were determined to correspond to the following grade levels:

Age 8 = Grade 3;
Age 10 = Grade 5; and
Age 13 = Grade 8.

In 2005, the State will begin collecting data pertaining to the number of students with IEPs at specified grade levels. This will impact future reporting of student participation and progress.

The Gateway Assessments are given at the end of the corresponding course or after receipt of instruction in the subject area; therefore, participation rates by grade level do not portray a true picture of student achievement. For the purpose of this report, participation and progress rates for the Gateway Assessments are reported by first-time test takers only. Participation rates for the TCAP-Alt reading and mathematics assessments at the high school level are reported by grade level. As the majority of students take the Gateway Mathematics Assessment in grade 9 and the Gateway English II Assessment in grade 10, TCAP-Alt Assessments are administered to students who meet participation guidelines in the corresponding grades.

Note: Tennessee’s measurable and rigorous targets for students with disabilities on statewide assessments in attained levels of proficiency for Reading and Mathematics (Adequate Yearly Progress – AYP) are based on the Approved NCLB Accountability Workbook Safe Harbor goal of: **a decrease in “Below Proficient” scores at an annual rate of 10%.** Safe Harbor guidelines are used to report ‘expected gains’ in performance proficiency scores.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 63.6%.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics.</p> <p>C. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 71.9%.</p> <p>The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 57.2%.</p>

<p>2006 (2006-2007)</p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 67.3%.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics.</p> <p>C. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 74.7%.</p> <p>The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 61.4%.</p>
<p>2007 (2007-2008)</p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 70.5%.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics.</p> <p>C. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 77.2%.</p> <p>The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 65.2%.</p>
<p>2008 (2008-2009)</p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 73.0%.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics.</p> <p>C. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 79.4%.</p> <p>The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 68.6%.</p>

<p>2009 (2009-2010)</p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 75.7%.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics.</p> <p>C. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 81.5%.</p> <p>The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 71.7%.</p>
<p>2010 (2010-2011)</p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 78.1%.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics.</p> <p>C. The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Reading Assessments will be 83.3%.</p> <p>The percent of children with IEPs scoring “Proficient or Above” against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 74.5%.</p>

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Compare participation rates of students with IEPs on TCAP Assessments in grades 3 – 8 and in the Gateway areas of Mathematics (Algebra I), Reading/Language Arts (English II) and Science (Biology) at the high school level.	Yearly	SDOE – Evaluation, Assessment and Research, Division of Accountability, State Report Card located at http://www.k-12.state.tn.us/rptcrd04/
TCAP Accommodations Training – specific focus on definitions of accommodations and appropriate use. a. Regional Training	Yearly for all a) September/October b) August/	a), b) and c): SDOE LEAs

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<ul style="list-style-type: none"> b. Posting of Manuals and Training Modules on the Web c. Conference Calls related to SPED and Assessment Issues 	<p>September</p> <p>c) Quarterly/ as needed</p>	<p>TCAP Accommodations Instructions,</p> <p>TCAP Accommodations Addendum</p> <p>http://www.state.tn.us/education/spced/seassessment.php</p>
Provide Training regarding Differentiated Instruction	Yearly	<p>SDOE</p> <p>LEAs</p>
Provide Training regarding RTI – systematic instruction to determine need for special education services vs. need for better programming.	Begin Spring, 2006	<p>SDOE – Division of Special Education</p> <p>IRIS Center, Vanderbilt University</p> <p>Drs. Doug and Lynn Fuchs</p> <p>LEAs</p>
Provide technical assistance regarding Special Education and Assessment Issues, specifically accountability/graduation issues related to student participating in Gateway (High School English, Math and Science) Assessments	Yearly	<p>SDOE – Division of Special Education; Evaluation, Assessment and Research;</p> <p>Division of Accountability</p>
<p>Increase efforts to share effective programming strategies for increased proficiency rates on TCAP assessments.</p> <ul style="list-style-type: none"> a. Determine systems with high rates of student achievement among students with IEPs in areas assessed for AYP and research teaching strategies used within these systems. b. Share information gained from research throughout State through regional trainings and training modules posted on Web. 	<p>Yearly</p> <p>a) Begin Fall, 2006</p> <p>b) Spring, 2007</p>	<p>SDOE – Division of Special Education; Evaluation, Assessment and Research;</p> <p>Division of Accountability</p> <p>a) SDOE – Division of Special Education; Evaluation, Assessment and Research;</p> <p>Division of Accountability</p> <p>b) SDOE – Division of Special Education; SDOE website</p>
<p>Alternate Assessment Training including education regarding NCLB and IDEIA testing requirements</p> <ul style="list-style-type: none"> a. Regional Training b. Update and posting of manuals and training modules on the Web 	<p>Yearly</p> <p>a) September/ October</p> <p>b) August/ September</p>	<p>Web address:</p> <p>www.state.tn.us/education/spced/seassessment/</p> <p>a) SDOE – Division of Special Education</p> <p>TCAP-Alt Advisory Committee</p> <p>b) SDOE – Division of Special Education; Division of Evaluation, Assessment and Research</p>

c. TCAP-Alt Conference Calls for LEAs	c) Quarterly/ as needed	TCAP-Alt Advisory Committee c) SDOE – Division of Special Education TCAP-Alt Advisory Committee
<p>Addition of two new assessments to the TCAP Alternate Assessment Program:</p> <p>a. Development of alternate assessment based on modified achievement standards for students with persistent academic disabilities.</p> <p>b. Development of alternate assessment based on alternate achievement standards for students with significant cognitive disabilities.</p>	<p>a) and b):</p> <p>Development of RFP – November through January 2006</p> <p>Operational assessment – April, 2007</p>	<p>a) and b):</p> <p>SDOE – Division of Special Education; Division of Curriculum and Instruction, Office of Evaluation, Assessment and Research</p> <p>TCAP-Alt Advisory Committee</p> <p>Alternate Standards Committee</p> <p>USDOE Guidance</p>

Revisions, with justification, to targets/Improvement Activities/Timelines/Resources for (Insert FFY): [if applicable]

OSEP Revised measurement criteria for 2005–06 Annual Performance Report

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \text{ times } 100$.
- B. Participation rate =
- # of children with IEPs in assessed grades;
 - # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \text{ times } 100$);
 - # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \text{ times } 100$);
 - # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{(d)}{(a)} \right] \text{ times } 100$); and
 - # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \text{ times } 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.

C. Proficiency rate =

- # of children with IEPs in assessed grades;
- # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \text{ times } 100$);
- # of children with IEPs in assessed grades who are proficient or above as measured by

the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);

d. # of children with IEPs in assessed **grades** who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and

e. # of children with IEPs in assessed **grades** who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Stakeholder input was obtained through a survey. Meetings, phone calls, and e-mail were utilized to discuss this indicator among the TN DOE staff.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

- A. Tennessee uses a process in which suspension/expulsion rates for students with disabilities across LEAs within the state are compared, using rank order. 'Significant discrepancy' is defined as a cut score of 1.00%, and any LEA having a higher rate of suspension/expulsion than 1% is said to have a significant discrepancy. If no LEAs exceed this discrepancy then LEAs with the highest percentage of suspensions are evaluated for "at risk" classification. Those "at risk" are required to explain their high rate of suspension/expulsion and present plans to lower the rates. The cut score of 1% was chosen because most LEAs in rank order fell below this rate. While 1% of students is not a large number, this gives 'at risk' LEAs room for improvement while allowing suspension/expulsion when needed, and asks for rate reduction for those LEAs above 1%. Data was gathered from federal data Table 5 *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for more than 10 days*.

In an effort to prevent suspension/expulsion, Tennessee has awarded contracts to several LEAs that deal with treatment and prevention of behavior problems. Five institutes of higher education are also involved in regional projects that together cover the entire state and work to help schools deal in positive ways with students who have challenging behaviors. The projects with the universities are known as the "Make-A- Difference Projects".

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- B. Data to respond to this indicator will be gathered from federal data Table 5 - *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for more than 10 days* received from LEAs. LEAs will be ranked according to the percentage of students who were suspended/expelled and any significant differences among race/ethnicity will be noted. This data will be compared among local education agencies within the state. After reviewing the data, the task force will determine the appropriate criteria to determine “at risk” and “significant discrepancy” among LEAs.

Baseline Data for FFY 2004 (2004-2005):

A.

2004-2005 Suspension or Expulsions > 10 Days

	TOTAL UNDUPLICATED COUNT	DISTRICTS TOTAL DISABILITY	PERCENTAGES
ALCOA CITY	0	183	0.00%
ALAMO CITY	0	76	0.00%
ANDERSON CO.	0	1164	0.00%
ATHENS CITY	0	302	0.00%
BEDFORD COUNTY	0	938	0.00%
BELLS CITY	0	62	0.00%
BENTON COUNTY	0	419	0.00%
BLED SOE COUNTY	0	428	0.00%
BLOUNT COUNTY	0	1800	0.00%
BRADFORD CO SSD	1	79	1.27%
BRADLEY CO.	1	783	0.13%
BRISTOL CITY	1	523	0.19%
CAMPBELL CO.	0	884	0.00%
CANNON CO.	0	385	0.00%
CARTER CO.	0	951	0.00%
CHEATHAM CO.	0	845	0.00%
CHESTER COUNTY	1	203	0.49%
CLAIBORNE CO.	0	833	0.00%
CLAY COUNTY	1	202	0.50%
CLEVELAND	2	673	0.30%
CLINTON CITY	0	176	0.00%
COCKE CO.	1	902	0.11%
COFFEE COUNTY	2	695	0.29%
CROCKETT CO.	0	217	0.00%
CUMBERLAND CO.	0	1097	0.00%
DAVIDSON COUNTY	18	9592	0.19%
DAYTON CITY	0	97	0.00%
DECATUR CO.	0	375	0.00%
DEKALB CO.	3	462	0.65%
DICKSON CO.	0	1365	0.00%
DYER CO.	0	612	0.00%
DYERSBURG	0	602	0.00%
ELIZABETH TON CITY	0	319	0.00%

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ETOWAH CITY	0	91	0.00%
FAYETTE CO.	0	634	0.00%
FENTRESS CO.	0	383	0.00%
FAYETTEVILLE CITY	0	82	0.00%
FRANKLIN CO.	0	950	0.00%
FRANKLIN SPEC SCH DIST	0	520	0.00%
GIBSON COUNTY SSD	0	403	0.00%
GILES CO.	0	708	0.00%
GRAINGER	0	629	0.00%
GREENE CO.	0	1385	0.00%
GREENEVILLE	0	539	0.00%
GRUNDY CO.	1	603	0.17%
HAMBLEN CO.	0	1240	0.00%
HAMILTON CO.	9	6780	0.13%
HANCOCK CO.	0	201	0.00%
HARDEMAN CO.	0	843	0.00%
HARDIN CO.	0	700	0.00%
HAWKINS CO.	0	1336	0.00%
HAYWOOD CO.	0	605	0.00%
HENDERSON CO.	0	536	0.00%
HENRY CO.	0	493	0.00%
HICKMAN CO.	0	753	0.00%
Hollow Rock-Bruceton	0	148	0.00%
HOUSTON COUNTY	4	203	1.97%
HUMBOLDT	0	258	0.00%
HUMPHREYS CO.	0	498	0.00%
HUNTINGDON	0	214	0.00%
JACKSON COUNTY	0	287	0.00%
JACKSON MADISON CONSOLIDATED	44	2729	1.61%
JEFFERSON CO.	2	1100	0.18%
JOHNSON CITY	0	1242	0.00%
JOHNSON COUNTY	0	395	0.00%
KINGSPORT CITY	0	1027	0.00%
KNOX CO.	34	6697	0.51%
LAKE COUNTY	0	178	0.00%
LAUDERDALE	6	933	0.64%
LAWRENCE CO.	0	1258	0.00%
LEBANON SSD	0	473	0.00%
LENOIR CITY	0	268	0.00%
LEWIS CO.	0	274	0.00%
LEXINGTON CITY	0	130	0.00%
LINCOLN CO.	0	497	0.00%
LOUDON CO.	0	574	0.00%
MACON CO.	0	459	0.00%
MANCHESTER	0	280	0.00%
MARION CO.	2	712	0.28%

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MARSHALL CO.	0	713	0.00%
MARYVILLE CITY	0	613	0.00%
MAURY CO.	9	1911	0.47%
MCKENZIE	0	201	0.00%
MCMINN CO.	6	1012	0.59%
MCNAIRY CO.	2	525	0.38%
MEIGS CO.	0	306	0.00%
MEMPHIS CITY	85	14013	0.61%
MILAN	0	327	0.00%
MONROE CO.	2	889	0.22%
MONTGOMERY CO.	21	3299	0.64%
MOORE COUNTY	0	152	0.00%
MORGAN COUNTY	0	563	0.00%
MURFREESBORO	0	671	0.00%
NEWPORT CITY	0	108	0.00%
OAK RIDGE	11	997	1.10%
OBION CO.	4	697	0.57%
Oneida SSD	0	108	0.00%
OVERTON CO.	0	664	0.00%
PARIS SSD	0	183	0.00%
PERRY CO.	6	268	2.24%
PICKETT CO.	0	96	0.00%
POLK CO.	0	302	0.00%
PUTNAM CO.	0	1618	0.00%
RHEA CO.	0	425	0.00%
RICHARD CITY SSD	0	49	0.00%
ROANE CO.	11	1476	0.75%
ROBERTSON CO.	5	1678	0.30%
ROGERSVILLE CITY	0	56	0.00%
RUTHERFORD CO.	83	4420	1.88%
S. CARROLL	0	95	0.00%
SCOTT CO.	0	342	0.00%
SEQUATCHIE	7	400	1.75%
SEVIER CO.	0	2166	0.00%
SHELBY CO.	89	8380	1.06%
SMITH CO.	2	495	0.40%
STEWART CO.	0	363	0.00%
SULLIVAN CO.	0	1628	0.00%
SUMNER CO.	0	4023	0.00%
SWEETWATER CITY	0	213	0.00%
TIPTON CO.	0	1810	0.00%
TRENTON SSD	0	157	0.00%
TROUSDALE CO.	0	273	0.00%
TULLAHOMA	0	696	0.00%
UNICOI CO.	0	518	0.00%
UNION CITY	0	167	0.00%
UNION CO.	3	591	0.51%
VAN BUREN CO.	0	88	0.00%

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WAYNE COUNTY	0	452	0.00%
W. CARROLL	0	190	0.00%
WARREN CO.	0	1148	0.00%
WASHINGTON CO.	18	1143	1.57%
WEAKLEY CO.	0	758	0.00%
WHITE CO.	0	652	0.00%
WILLIAMSON CO.	2	3075	0.07%
WILSON CO.	16	1617	0.99%
GRAND TOTAL	515	139272	0.37%

Data Source: Federal Data Table 5. *Suspension/Expulsion Report*

- B. Since this is a new indicator, baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

Discussion of Baseline Data:

- A. Baseline data was attained from the June, 2005 End-of-Year Report, Table 5 *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for more than 10 Days*, which is submitted by all school systems. The data reflects that although only nineteen LEAs had suspension rates of above 0.50%, nine of them had rates above 1%. These nine, which represent 7% of all LEAs, are spread evenly over the state, with no one region having significantly more than another region. Neither was there a discernible pattern in rural versus urban rates. Overall, this data shows an increase over the numbers from 2003-2004 and is thought to be the result of LEAs' more efficient use of the Federal definition of suspension/expulsion in the numbers reported. (LEAs highlighted in gray have not yet submitted their data.)
- B. Since this is a new indicator, discussion of baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 5.5%.</p> <p>B. Since this is a new indicator, measurable and rigorous targets will be provided in the FFY 2005 APR due February 1, 2007.</p>
2006 (2006-2007)	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 4.5%.</p>
2007 (2007-2008)	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 3.5%.</p>
2008 (2008-2009)	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 2.5%.</p>
2009 (2009-2010)	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 1.5%.</p>

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2010 (2010-2011)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 1.0%.
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Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
A. Review LEA policies, procedures, and practices to insure compliance with IDEA, including development and implementation of IEPs, use of behavioral interventions, procedural safeguards, and correct use of Federal definition of 'suspension' for data collection.	Yearly	Management consultants Compliance consultants
A. Review the distribution of policies and procedures related to discipline to all school-based staff involved in the disciplinary process, including parents.	Yearly	End-of-Year Report TCSPP Management consultants
A. Training in positive behavior supports, Functional Behavior Assessments, and effective use of Behavior Intervention Plans to all staff.	Yearly, and to new employees	End-of-Year Report LRE, MADP staff
A. Improve recording and reporting of suspension data, including the breakout of age levels at which suspension occurs (i.e., Pre-K-K, grades 1-4, 5-8, 9-12).	On-going	End-of-Year Report
A. Increased emphasis on counseling services in schools.	On-going	LEA staff MADP staff TDMHDD's Children's Mental Health Policy Academy initiative
A. In those LEAs with suspension/expulsion percentages above 1%, conduct focus monitoring in order to develop improvement plans and reduce the percentage of suspension/expulsion rates.	Yearly	TDOE Compliance staff
A. Those LEAs whose rate of suspension/expulsion is close to 1% (those 'at risk' of going above 1%) will be asked to explain their rates and present a plan to lower their rates.	Yearly	TDOE Compliance staff

Revisions with justification to Targets/Improvement Activities/Timelines/Resources for (Insert FFY if applicable).

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The group dealing with Indicator 5 met on several occasions. They were also involved through e-mails and conference calls. In addition, broad input from stakeholders was also obtained through a stakeholder survey. This included Special Education Supervisors, various Advocacy Groups, State Department personnel and the State Advisory Council.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue/Description of System or Process:

In Tennessee each local school system is required to develop procedures for the provision of special education and related services for children eligible for special education in the least restrictive environment. In addition, to the maximum extent appropriate, children eligible for special education, including children in public or private institutions or other care facilities, should be educated with peers who are nondisabled. Special classes, separate schooling, or other removal of children eligible for special education from general education or preschool environment should occur only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Data from Table 3 of the December 1 Federal Census Report was utilized to assess system's improvement in placing its children in the least restrictive environment (LRE). This report is due each December 1, allowing comparisons from year to year reflecting improvements or setbacks at the local level and the state level. This data will be used for possible focus monitoring.

Tennessee has the following contracts, which will be used in our improvement activities toward LRE:

Established in 1986, the LRE for LIFE Project is a professional development, technical assistance, and school transformation project funded by the Tennessee Department of Education and managed out of the University of Tennessee – Knoxville. "LRE for LIFE" is an acronym for **Least Restrictive**

Environment for Living, Inclusion, Friendships, and Employment, denoting the ultimate task of schools to prepare its students to be life-long learners who live as valued, productive, democratic citizens with meaningful relationships and satisfying careers.

The RISE Project is a technical assistance and support project sponsored by the Division of Special Education and the Make a Difference Program of the Tennessee Department of Education. They serve a geographical area between the Tennessee and Mississippi Rivers. RISE is an acronym for **R**estructuring for **I**nclusive **S**chool **E**nvironments denoting not only the ultimate responsibility of schools to prepare all their students for life as valued, contributing, democratic citizens, but also the need for schools to institute teaching practices that best permits them to maximize learning for **ALL** students. We believe what the research indicates about best practices: the best schools are those that focus instruction on the individual.

Baseline Data for FFY 2004 (2004-2005):

A. Percentage of Children Removed From Regular Class Less Than 21%

	Total # of children removed < 21%	Total number of children with disabilities	Percentages
Grand Total	47,546	136,298	34.88%

B. Percentage of Children Removed from Regular Class Greater than 60%

	Total # of Children Removed > 60%	Total Number of Children with Disabilities	Percentages
Grand Total	19,302	136,298	14.16%

C. Percentage of Children Served in Combined Separate Facilities *

	Total # of Children in Combined Separate Facilities	Total # of Children with Disabilities	Percentages
Grand Total	2,004	136,298	1.47%

* Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Data Source: Federal Data Table 3, *Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements*

Discussion of Baseline Data:

This baseline data for the 2004-2005 school year was attained from Table 3 of the December 1, 2004 Federal Census Report which was submitted by all school systems. Data reflects that over one-third (34.88%) of children with IEPs are removed from the regular class less than 21% of the day. The data also reflects that (14.16%) of children with IEPs are removed from the regular class greater than 60% of the day. Finally, children served in combined separate programs, which include children with IEPs served in public or private schools, residential placements or homebound/hospital placements make up only 1.47% of children served. This falls well below the 2003-2004 National Baseline of 4.0%. (The national baseline data for 2004-2005 is not yet available for comparison purposes.)

SPP Template – Part B (3)

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>(A) Increase to 35.50% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 13.46% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.</p>
2006 (2006-2007)	<p>(A) Increase to 36.40% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 12.76% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.</p>
2007 (2007-2008)	<p>(A) Increase to 37.30% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 12.06% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.</p>
2008 (2008-2009)	<p>(A) Increase to 38.20% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 11.36% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.</p>
2009 (2009-2010)	<p>(A) Increase to 39.10% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 10.66% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.</p>
	(A) Increase to 40% the number of eligible students served within the regular class

2010 (2010-2011)	<p>80% of the school day.</p> <p>(B) Decrease to 10% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.</p>
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Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
In-Service/Training concerning modifications and accommodations in the general classroom for all teachers.	Yearly	End of Year Reports Review/LEA Documents Management & Compliance Consultants
Award contracts to LEAs for model demonstration sites using inclusionary methods.	Yearly	Review/LEA Documents Management & Compliance Consultants
Publicly recognize LEAs by SDOE who have exemplary inclusion programs.	Yearly	Management & Compliance Consultants recommendations Recognized by Assistant Commissioner at Yearly Conference
Continue to fund LRE for LIFE and RISE to work with school systems, children and parents in the least restrictive environment.	Yearly	Management & Compliance Consultants
Utilize End-of-Year LEA data to determine which systems are supporting inclusionary practices and making improvements.	Yearly	Cyclical Performance Review/LEA Documents Management & Compliance Consultants
Offer contracts to LEAs who did not meet AYP where Special Education was a subgroup to utilize scientifically based research practices in order to improve education for Students with Disabilities (SWD).	Yearly	Management & Compliance Consultants
Aligning with the "Closing the Achievement Gap" Initiative will reinforce this with inclusion.	On-going	SDE Personnel
Staff development on "Response to Intervention" for identifying Students with Specific Learning Disabilities.	Begin Spring 2006 On- going	IRIS Center (Initiated through a SIG Contract) Vanderbilt University - Drs. Doug and Lynn Fuchs

State Mandated use of 15% of IDEIA Funds for Early Intervening Services, K-12, for systems with significant Disproportionality problems.	2005-2006 School Year	Management Consultants Regional Resource Centers
SIG Grant Coordinating with Reading 1st Schools	On-going	Elementary Consultants SIG Grant Coordinator
Voluntary Pre-K Legislation (May, 2005) which provides Pre-K programs for at-risk students focuses on natural environments and prepares LEAs to continue emphasis on LRE at age 6.	On-going	Early Childhood Consultants State Lottery Funds Curriculum & Instruction Consultants Pre-school Consultants
Conduct review of settings rates for all LEAs. Identify those not meeting state targets for focused monitoring and improvement planning as warranted.	Annually	TDOE Staff

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for 2004-05:

INDICATOR 5-REVISION: LRE PLACEMENT

Baseline Data for FFY 2004 (2004-2005):

Data utilized from Table 3 of the December 1, 2004 Federal Census Report included the percent of children with IEPs aged 3 through 21. It also included all disabilities recognized by Tennessee. Indicator #5 asks for the percent of children with IEPs aged 6 through 21. It also asks that only those disabilities recognized by IDEA be included. Students identified as gifted, along with students identified as having a functional delay were included in the original data. This new data is much more consistent when looking at the percent of children removed from the regular class from the previous years. In addition, the "Measurable and Rigorous Targets" had to be modified based on the new data. Improvement Activities / Timelines / Resources remained the same.

A. Percentage of Children Removed From Regular Class Less Than 21%

	Total # of children removed < 21%	Total number of children with disabilities	Percentages
Grand Total	49,386	110,930	44.52%

B. Percentage of Children Removed from Regular Class Greater than 60%

	Total # of Children Removed > 60%	Total Number of Children with Disabilities	Percentages
Grand Total	19,924	110,930	17.96%

C. Percentage of Children Served in Combined Separate Facilities *

	Total # of Children in Combined Separate Facilities	Total # of Children with Disabilities	Percentages

Grand Total	2,430	110,930	2.20%
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*Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Discussion of Baseline Data:

This baseline data for the 2004-2005 school year was attained from Table 3 of the December 1, 2004 Federal Census Report which was submitted by all school systems. Data reflects that 44.52% of children with IEPs are removed from the regular class less than 21% of the day. The data also reflects that 17.96% of children with IEPs are removed from the regular class greater than 60% of the day. Finally, children served in combined separate programs, which include children with IEPs served in public or private schools, residential placements or homebound/hospital placements make up only 2.20% of children served. This falls well below the 2003-2004 National Baseline of 4.0%. The national data for 2004-2005 is not yet available.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	(A) Increase to 53% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 15% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities from the current baseline of 2.20% to 2.18%.
2006 (2006-2007)	(A) Increase to 53.5% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 14.5% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.16%.
2007 (2007-2008)	(A) Increase to 54% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 14% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.14%.
2008 (2008-2009)	(A) Increase to 54.5% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 13.5% the number of eligible students served more than 60% of the school day outside the regular class.

	(C) Decrease the number of students served in separate facilities to 2.12%.
2009 (2009-2010)	<p>(A) Increase to 55% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 13% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Decrease the number of students served in separate facilities to 2.10%.</p>
2010 (2010-2011)	<p>(A) Increase to 55.5% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 12.5% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Decrease the number of students served in separate facilities to 2.08%.</p>

NOTE: Only the baseline data and targets were revised from what was originally submitted in the SPP to reflect the correction in baseline data from 2004-05. The Improvement Activities, timelines and resources remained the same.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The Part B State Performance Plan (SPP) for Tennessee was developed in conjunction with the State Interagency Coordinating Council as the primary stakeholder group. The Council was augmented to provide broader community representation for preschool. This allowed the state to request information at all statewide, regional, and local Special Education trainings and meetings, including members of the TN SIG. TN DOE Preschool Consultants assumed lead roles for preschool-specific indicators (in this case, the inclusion of preschoolers with an IEP with typically developing peers) and stakeholder group members identified preschool indicators of interest to them. Communication from stakeholders involved weekly face-to-face meetings with TN DOE staff, email with other DOE staff interested in preschool indicators, email with Advisory Council members, and telephone calls among all before-mentioned stakeholders. The TN DOE Preschool Coordinator collected and compiled data related to the indicators and incorporated this information into the SPP targets and improvement activities. The final draft for Indicator 6 was completed by the Preschool Coordinator and the East, Middle, and West regional Preschool Consultants in an all day face-to-face meeting held in Nashville on November 7, 2005.

Our SPP will be disseminated throughout the state via our website, <http://www.state.tn.us/education/speced/TEIS/>, and will be presented at the annual statewide Special Education Conference and other TN Special Education Conferences, meetings, and trainings. Emphasis on preschool/typically developing peer inclusion improvements will continue on an ongoing basis with stakeholders holding interest and expertise in this area so that TN may continue to serve the best interests of preschoolers.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of preschool children with IEPs who received special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

Tennessee collects and analyzes educational environment data from the December 618 Annual Report of Children. The inclusion of children receiving special education services with typically developing peers is emphasized by the DOE in trainings, technical assistance, and conferences. Tennessee has shown strength in this area, with many types of integrated settings across the state. It has ranked higher than the national baseline the past five years. The state, however, continues to seek opportunities to promote opportunities for special education students to be educated with typically developing peers, as with the May 2005 legislation, Voluntary Pre-Kindergarten, which grants monies to LEAs who wish to serve “at risk” preschoolers.

Baseline Data for FFY 2004 (2004-2005):

Refer to Table 6.1 below, Row FFY 2004-2005.

Table 6.1

**Comparison of Tennessee Educational Environment Data for Students Ages 3-5
with Disabilities to National Baseline Data for 1999-2000 to 2003-2004**

	Early Childhood Setting	Early Childhood Special Education Setting	Home	Part-time Early Childhood Special Ed Setting	Residential Setting	Separate School
TN 1999-00	32%	37%	1%	11%	0%	2%
National Baseline 1999-00	36%	34%	4%	13%	0%	4%
TN 2000-01	36%	36%	1%	10%	0%	2%
National Baseline 2000-01	36%	31%	3%	15%	0%	3%
TN 2001-02	46%	28%	1%	9%	0%	2%
National Baseline 2001-02	37%	31%	3%	14%	0%	3%
TN 2002-03	53%	26%	1%	6%	0%	1%
National Baseline 2002-03	35%	32%	3%	15%	0%	3%
TN 2003-04	43%	29%	1%	8%	0%	1%
National Baseline 2003-04	34%	32%	3%	16%	0%	3%

Data Source: Table 5.7 - Number, Percentage, Difference from National Baseline, and Percent Change of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B1999 Through 2003 ALL DISABILITIES from http://www.monitoringcenter.lsuhsu.edu/Stateranks_B.htm

Please note: There are no National Baseline data available for 0% categories because they are optional and not all states report them.

Discussion of Baseline Data:

The 2004-2005 Educational Environment data from the National Monitoring Center is not available at this time. Therefore, this SPP is based on 618 Annual Report of Children data from 2003-2004. However, when this data is released from OSEP, Tennessee will be able to construct a baseline for 2004-2005 and provide analysis with any necessary modifications. Also, the trend data from 1999 – 2004 allows for a reasonable improvement plan to be provided in this report.

As indicated in Table 6.1 above, Tennessee's percentage of children ages 3-5 being served in LRE, early childhood settings, has steadily increased from 1999-2003. The decrease from 53% to 43% in 2003-2004 is significant but still above the National Baseline of 34%. These factors, as well as the national baseline and broad stakeholder input inform the targeted improvements below.

Note: The above data does not reflect information regarding number of Tennessee special education preschoolers who have opportunities to interact with typically-developing peers through "reverse mainstreaming."

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2006 (2006-2007)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2007 (2007-2008)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2008 (2008-2009)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2009 (2009-2010)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2010 (2010-2011)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will reach 49% (or half of all enrolled preschoolers).

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Individual LEA analysis will identify specific LEAs not meeting the state target of FAPE in LRE so that: --- Immediate TA to LEAs may be planned --- In-service/training concerning modifications in the regular classroom for all students will be initiated --- Improvement plans may be written and monitored --- LEAs meeting the target may be recognized at the annual State Special Education Supervisors' Conference ---East, West, and Middle TN Preschool Consultants will provide training with the Special Education Office of Monitoring and	First identification by Dec 2005-Ongoing	Statewide electronic Sp Ed PreK Child Count Database SEA Management & Compliance Consultants State Preschool Consultants CIMP Monitoring Documents LEA Comprehensive Plan and End of Year Report Logs for LEA in-services and TA

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Compliance to explain “federally-defined” settings.		
<p>Collaboration with the 2005 Tennessee lottery-funded Voluntary PreK classrooms initiated Fall 05 in order to increase integration of children with disabilities with typically developing peers.</p> <p>---Request regularly scheduled meetings with the TN DOE Gen Ed Office of Early Learning and the Sp Ed Office of Early Childhood Preschool Department</p> <p>---TN DOE Gen Ed Office of Early Learning will be invited to all Sp Ed early childhood initiatives and meetings</p> <p>---TA provided by Sp Ed Preschool Consultants with Gen Ed Early Learning Consultants as needed</p> <p>----Sp Ed Preschool representative will serve on the Gen Ed Voluntary PreK Advisory Council</p>	Fall 2005-Fall 2006	TN DOE Gen Ed Early Learning and Special Ed Preschool Consultants
<p>Collaboration between TN SIG Early Childhood grantees with TN DOE preschool consultants to encourage integration of children with disabilities with typically developing peers in SIG preschools and “feeder” preschools.</p> <p>---Face to face meeting during the TN Sp Ed Fall and Spring Staff Retreats</p> <p>---Joint visits/trainings/TA when appropriate</p>	Fall 2005-Length of TN SIG	Communication between TN SIG Director, DOE’s three regional preschool consultants and SIG grantee: ETSU Early Childhood consultants
<p>Collaborate with Head Start, Title I, and other 3 STAR/Nationally accredited community child care centers to increase inclusionary practices.</p> <p>---Initiate and establish relationships with agencies; document through monthly activity logs</p> <p>---Provide training/TA as requested and needed.</p>	Fall 2006	TN DOE Preschool Consultants/Early Childhood Community Teachers

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for 2004-05:

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improve functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2006-2007	Targets will be set in 2010

Overview of Issue/Description of System or Process:

Tennessee formed an Early Childhood Outcome Committee in the fall of 2004, composed of key stakeholders from the birth to five community around the state, including families, program administrators, practitioners, university personnel, State Education Agency personnel, and State Interagency Coordinating Council representatives. This committee began addressing issues related to identifying early childhood outcomes for Part C and 619 programs and ensuring these outcomes would align with TN Early Learning Developmental Standards (TN-ELDS), and provided the direction for the Early Childhood Outcome plan that has been put in place in Tennessee.

Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Midsouth Regional Resource Regional Center, formulated the state's plan for this indicator. Tennessee's Early Childhood Outcomes Plan is a Birth through five plan, with the same parameters, process, and forms being used in Part C, and Part B, 619. Entrance data was gathered for all children in Part C or Part B 619 who received an initial IFSP or IEP from August 15th, 2006, to November 15th, 2006. Once a district begins collecting Early Childhood Outcomes data information, they will continue the process with all entering and exiting children. As the plan is refined and established and the data verified, a collection system will be added directly to the state's data collection system, allowing more LEA's to be added to the process with the intent of all systems participating as soon as possible. All Tennessee LEA's will be collecting Early Childhood Outcome Data for every child by 2010.

- By July 1st 2008, a minimum of 1/3 of Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process
- By July 1st 2009, a minimum of 2/3 of Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process
- By July 1st 2010, all Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process

The initial LEA districts chosen to participate in the Early Childhood Outcomes reporting are representative of the state in the following factors:

- Various sized districts representing large, medium and small districts, including all Tennessee school districts with average daily membership greater than 50,000. These three districts are:
 - Metro Nashville
 - Memphis
 - Knox County
- Percent of disabled population
- Percent of population by race/ethnicity
- Percent of population by gender
- Representative of rural/urban

A table is included referencing distribution variables across the state with the selected systems in the initial collection.

NOTE: TN is not using a sampling plan for this indicator, as the State is going to full census in the next two to three years. We are currently planning on training fifty four more LEAs who will begin compiling outcomes information in the summer/fall of 2008. These systems, along with the nine currently participating, represent close to half of the State's LEAs. The fifty four new LEAs interface with three of nine Tennessee Early Intervention (TEIS) districts currently participating. It is anticipated that we will add all remaining LEAs to the process next year.

Tennessee is naturally divided into three distinct geographic regions, east, middle, and west. Each geographic region has one large (over 50,000) LEA's within it. To complement these three large LEA districts the committee added two additional LEA's in each region ensuring all representative factors, for a total of nine LEA districts participating across the state.

Outcomes decisions are made by the IFSP/ISP teams, using current assessment/evaluation/eligibility information, including observations and parent information, at the initial IFSP or IEP. All information used to determine outcome ratings is documented on the present levels of performance area of the IFSP/IEP. Signatures of participation on the IFSP/IEP are also document participation in determining child outcomes. Parents are given a copy of the ECO form.

Data is gathered using a slightly modified ECO summary form for all children. The form was modified into a separate entrance and exit document to facilitate ease of administration and reporting. Present levels of performance constitute the documentation of information, and signatures on the IFSP/IEP document those participating in the outcomes determination. The entrance and exit forms contain all of the other information as the sample ECO forms, and are included in this submission. Scores of 6 and 7 represent a child's functioning "comparable to same aged peers".

All EI and LEA districts in the initial collection were trained on policies and procedures related to determining, collecting, and reporting Early Childhood data. Half day trainings were held for all participating districts, using training materials produced by the ECO Center, which were slightly modified to match Tennessee forms. Participants had an opportunity to practice using the Tennessee Early Childhood Outcomes Form. All participants received information about a sample child, and then participated in small group mock IEP meetings where they completed the entrance form, using ECO materials, including the ECO decision tree. Ratings were compared, and in all trainings, the many groups generally rated the sample child within one numeral of the mean.

As entrance and exit data is collected, children who have been in their respective programs for six months or longer will have their scores used to establish percentiles of children in each category of the three outcome questions. Initially all entrance information was sent to a central state location to be entered into an excel format. Populated excel documents were returned to districts for their exit information to be added. This data has been collected and collated. Currently districts are maintaining entrance and exit data in a consistent excel format.

Progress Data:

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	9	10.7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3	3.6%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	18	21.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	20	23.8%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	34	40.5%

Total	N= 84	100%
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B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	13	15.5%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3	3.6%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	18	21.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	13	15.5%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	34	44.0%
Total	N= 84	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of preschool children who did not improve functioning	9	10.7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2	2.4%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	5	6.0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	28	33.3%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	40	47.6%
Total	N=	100%

Discussion of Progress Data:

Progress data reported in 2010 will be considered baseline data.

The low numbers of children exiting in this first reporting are a result of small entrance data pool, gathered in a three month period, from August 15th, 2006, to November 15th, 2006. Only 84 of the children who entered during the initial three month period have exited. The numbers will greatly increase in the next reporting as there will be a large number of children who entered throughout the last year, providing twelve months of entrance and exit data. In addition, those children who entered in the initial three month entrance phase who have not yet exited may exit and be counted in next years data.

Reporting category a, the percent of preschool children who did not improve functioning, would appear to be to high, which may be a function of training. Training to report outcomes occurred before entrance data was gathered, and the additional box to address any progress made may not have been understood. Activities are underway to clarify the data gathering process.

An early analysis revealed concerns that there were a number of children concentrated in a specific LEA with the same number rating across all three indicators. While this might happen naturally for an individual child, the LEA in question had a high percentage of children who entered with these scores. This was an LEA that retrained a significant number of staff not present at the initial training provided by the Department. It is possible that the retraining was compromised, as the subsequent trainers were not as familiar with the training material or process. Activities and retraining regarding this issue have been addressed.

Another issue identified when analyzing the data were the number of children who entered and exited preschool rated with all outcomes at a level comparable to same-aged peers, children rated with 6 or 7 in all three outcomes. Have these children been rated appropriately, or are these children truly functioning at a level comparable to same-age peers? Activities are underway to look at this issue more closely. Children who entered with all outcomes consistent with same-age peers were categorized by eligibility, with all but one being a speech and or language eligible child. The IEPs of these children will be reviewed for further analysis.

It is critically important that our data is verified for accuracy. Activities of data verification are underway. Analysis of information between Tennessee's Part C's early intervention outcomes and preschool outcomes is planned as well.

Follow up training will be provided to all phase one LEAs as soon as all issues have been thoroughly analyzed. The phase one group will be expanded when the issues presented have been adequately resolved, so that the data gathered addresses the indicator appropriately. Outcomes ratings will be added to the state's web-based electronic data system, EASY IEP, as soon as possible. Activities to address this are underway.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007: (see table below)

NOTE: These activities were written before required by the SPP process and have been completed. They are included here as informational only.

Improvement Activities	Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007
Tennessee's ECO core committee, in consultation with Dr. Patricia	June 2006 Completed

Snyder, Vanderbilt University, and Mr. Jim Henson, Mid-South Regional Resource Regional Center, formulated the new plan for collection of outcomes data.	
Development of outcomes data collection system	Ongoing
Development of temporary outcomes data system to collect entrance data using modified ECO collection forms.	July 2006 Completed
Training provided to participating LEAs	July/August 2006 First training completed, but retraining will continue
Outcomes Data Collected for Entrance Information by participating LEAs	August/November 2006 Completed

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 06-07:

Activities	Timeline	Resources
Exit data will be gathered from the nine participating LEA's	Summer 07	State early childhood and data management staff
Exit data will be analyzed	Fall 07	State early childhood and data management staff
Data verification activities will be implemented to determine consistency of data across LEA's and between early intervention exit and preschool entrance data	Fall 07	State early childhood and data management staff, and participating LEA's
Fields will be added to EasyIEP to capture outcomes information	Fall 07	Data management services
More systems will be identified and trained to begin implementation	Spring 08	Early childhood staff
Expand the LEA participants in the Early Childhood Outcomes data gathering to include all LEA's interfacing with the three Early Intervention Districts. This will be an additional 54 LEA's participating, increasing LEA's from 9 to 63.	Training April 08 to begin collecting data 08-09 school year.	DSE Staff
Data verification and consistency of data activities between Part C and Part B	ongoing, & Fall 08 supervisors meetings,	DSE Staff
Statewide analysis of data as an ongoing process.	ongoing	DSE Staff
Sharing and training of data analysis and	Fall 08 supervisors	DSE Staff

SPP Template – Part B (3)

Tennessee
State

implications	meetings, Spring conference 09.	
The state is exploring the addition of Data elements for outcomes being added to Tennessee's data collection systems - TEIDS and EasyIEP.	ongoing	DSE Staff
Addition of remaining LEA's - training spring 09	training spring 09	DSE Staff

9

Data For FFY 2006

Data For FY 2009		TOTAL AGE 35 WITH DIS	ECO Data Targeted Systems													
			Disability Type						Sex				Age			
			Speech/Language		Dev. Delay		Other		M		F		3		4	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
District																
Alcoa City	23	13	56.52	8	34.78	2	8.70	18	78.26	5	21.74	5	21.74	8	34.78	
Davidson County (Nashville)	718	261	36.35	268	37.33	189	26.32	517	72.01	201	27.99	137	19.08	239	33.29	
Jackson/Madison Co.	186	116	62.37	60	32.26	10	5.38	126	67.74	60	32.26	30	16.13	60	32.26	
Johnson City	81	49	60.49	21	25.93	11	13.58	58	71.60	23	28.40	16	19.75	30	37.04	

SPP Template – Part B (3)

Tennessee
State

Knox County	703	558	79.37	2	0.28	143	20.34	513	72.97	190	27.03	125	17.78	250	3
Manchester City	36	28	77.78	5	13.89	3	8.33	27	75.00	9	25.00	7	19.44	11	3
Memphis City	892	642	71.97	124	13.90	126	14.13	652	73.09	240	26.91	183	20.52	295	3
Oak Ridge City	85	54	63.53	27	31.76	4	4.71	56	65.88	29	34.12	24	28.24	28	3
Shelby County	381	205	53.81	127	33.33	49	12.86	274	71.92	107	28.08	73	19.16	134	3
Sumner County	248	164	66.13	55	22.18	29	11.69	186	75.00	62	25.00	65	26.21	70	2
Tipton County	179	155	86.59	11	6.15	13	7.26	125	69.83	54	30.17	28	15.64	57	3
Wayne County	28	26	92.86	2	7.14	0	0.00	19	67.86	9	32.14	4	14.29	10	3
Williamson County	235	129	54.89	63	26.81	43	18.30	167	71.06	68	28.94	48	20.43	98	4
STATE TOTAL	12008	7885	65.66	2832	23.58	1291	10.75	8646	72.00	3362	28.00	2190	18.24	3861	3

Ages 3-5 Race/Ethnicity					
District	AI/AN	A/PI	B	H	W
	Count	Count	Count	Count	Count
Alcoa City	0	0	4	0	19
Davidson County (Nashville)	5	17	298	71	327
Jackson/Madison Co.	1	0	97	4	84
Johnson City	0	0	6	3	72
Knox County	0	10	138	15	540
Manchester City	0	0	2	0	34
Memphis City	0	6	728	30	128
Oak Ridge City	0	1	12	4	68
Shelby County	1	14	94	12	260
Sumner County	0	5	23	5	213
Tipton County	0	1	38	4	136
Wayne County	0	0	0	0	28
Williamson County	0	7	11	1	216
STATE TOTAL	20	98	2269	367	9254
	Percent	Percent	Percent	Percent	Percent
Alcoa City	0.00%	0.00%	17.39	0.00	82.61%
Davidson County (Nashville)	0.70%	2.37%	41.50	9.89	45.54%
Jackson/Madison Co.	0.54%	0.00%	52.15	2.15	45.16%
Johnson City	0.00%	0.00%	7.41	3.70	88.89%
Knox County	0.00%	1.42%	19.63	2.13	76.81%
Manchester City	0.00%	0.00%	5.56	0.00	94.44%
Memphis City	0.00%	0.67%	81.61	3.36	14.35%
Oak Ridge City	0.00%	1.18%	14.12	4.71	80.00%
Shelby County	0.26%	3.67%	24.67	3.15	68.24%
Sumner County	0.00%	2.02%	9.27	2.02	85.89%
Tipton County	0.00%	0.56%	21.23	2.23	75.98%
Wayne County	0.00%	0.00	0.00	0.00	100.00
Williamson County	0.00%	2.98	4.68	0.43	91.91
STATE TOTAL	0.17%	0.82	18.90	3.06	77.07

Ages 6-21 Race/Ethnicity				
AI/AN	A/PI	B	H	W
Count	Count	Count	Count	Count
0	0	53	2	110
6	80	4939	390	2787
1	3	1157	17	621
3	7	115	16	689
19	43	1126	96	4631
1	0	16	4	163
9	54	11973	240	1167
3	7	131	21	457
15	88	1822	109	2823
6	10	354	60	2652
0	5	443	12	899
0	0	6	4	366
4	27	164	41	1777
169	524	30205	2259	74957
Percent	Percent	Percent	Percent	Percent
0.00%	0.00	32.12	1.21	66.67
0.07%	0.98	60.22	4.75	33.98
0.06%	0.17	64.31	0.94	34.52
0.36%	0.84	13.86	1.93	83.01
0.32%	0.73	19.04	1.62	78.29
0.54%	0.00	8.70	2.17	88.59
0.07%	0.40	89.06	1.79	8.68
0.48	1.13	21.16	3.39	73.83
0.31	1.81	37.51	2.24	58.12
0.19	0.32	11.49	1.95	86.05
0.00	0.37	32.60	0.88	66.15
0.00	0.00	1.60	1.06	97.34
0.20	1.34	8.15	2.04	88.28
0.16	0.48	27.94	2.09	69.33

Total Student Population		
AI/AN	A/PI	W
Count	Count	Count
1	11	3
142	2677	3
10	116	7
7	120	8
145	1017	8
2	23	6
97	1611	1
10	166	6
168	1730	1
80	290	2
25	55	3
0	3	3
36	693	1
1856	13812	2
Percent	Percent	Percent
0.08	0.90%	2
0.18	3.45%	4
0.07	0.79%	5
0.09	1.53%	1
0.26	1.81%	1
0.15	1.73%	4
0.08	1.29%	8
0.22	3.70%	1
0.36	3.66%	2
0.30	1.10%	9
0.21	0.47%	2
0.00	0.12%	1
0.15	2.79%	4
0.19	1.41%	2

TENNESSEE CHILD OUTCOMES SUMMARY FORM at ENTRANCE

Complete this form for every child birth through five at the initial IFSP or IEP meeting.

TEIS/LEA _____

Initial IFSP/IEP

Date _____

Program/School _____

SC/Teacher _____

Child's Name _____

Eligibility _____

RACE ____ M ____ F ____

DOB _____

POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)*Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):*

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS*Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):*

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

3. TAKING APPROPRIATE ACTION TO MEET NEEDS*Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):*

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

SPP Template – Part B (3)

Tennessee
State

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

Tennessee Department of Education, Division of Special Education, modified from ECO child outcomes form, updated 1-07

TENNESSEE CHILD OUTCOMES SUMMARY FORM at EXIT

TEIS/LEA _____

Initial IFSP/IEP Date _____

Program/School _____

SC/Teacher _____

Child's Name _____

Eligibility _____

Race _____ M _____ F _____

DOB _____

Exit IFSP/IEP _____

POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number 1-7) **1b. Has the child shown any new skills or behaviors since the last outcomes summary? (Circle one number 1-2 and describe progress)**

1a

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

1b

Yes	Describe progress:
No	

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number 1-7) **2b. Has the child shown any new skills or behaviors since the last outcomes summary? (Circle one number 1-2 and describe progress)**

2a

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

2b

Yes	Describe progress:
No	

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools.

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number 1-7) **3b. Has the child shown any new skills or behaviors since the last outcomes summary? (Circle one number 1-2 and describe progress)**

3a

3b

SPP Template – Part B (3)

Tennessee
State

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

Yes	Describe progress:
No	

Tennessee Department of Education, Division of Special Educ

Indicator 7 Second Submission for SPP reflective of FFY 07 (2007-2008) report due February 1, 2009

FFY	Measurable and Rigorous Target
2007-2008	States are not required to report baseline data and targets until February 2010

Overview of Issue/Description of System or Process: (no change for FFY07)

Tennessee formed an Early Childhood Outcome Committee in the fall of 2004, composed of key stakeholders from the birth to five community around the state, including families, program administrators, practitioners, university personnel, State Education Agency personnel, and State Interagency Coordinating Council representatives. This committee began addressing issues related to identifying early childhood outcomes for Part C and 619 programs and ensuring these outcomes would align with TN Early Learning Developmental Standards (TNELDS), and provided the direction for the Early Childhood Outcome plan that has been put in place in Tennessee. Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Midsouth Regional Resource Regional Center, formulated the state's plan for this indicator. Tennessee's Early Childhood Outcomes Plan is a Birth through five plan, with the same parameters, process, and forms being used in Part C, and Part B, 619. Entrance data was gathered for all children in Part C or Part B 619 who received an initial IFSP or IEP from August 15th, 2006, to November 15th, 2006. Once a district begins collecting Early Childhood Outcomes data information, they will continue the process with all entering and exiting children. As the plan is refined and established and the data verified, a collection system will be added directly to the state's data collection system, allowing more LEA's to be added to the process with the intent of all systems participating as soon as possible. All Tennessee LEA's will be collecting Early Childhood Outcome data for every child by 2010.

*By July 1st 2008, a minimum of 1/3 of Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process.

*By July 1st 2009, a minimum of 2/3 of Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process

*By July 1st 2010, all Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process

The initial LEA districts chosen to participate in the Early Childhood Outcomes reporting are representative of the state in the following factors:

*Various sized districts representing large, medium and small districts, including all Tennessee school districts with average daily membership greater than 50,000. These

three districts are:

- o Metro Nashville
- o Memphis
- o Knox County
- Percent of disabled population
- Percent of population by race/ethnicity
- Percent of population by gender
- Representative of rural/urban

A table is included in the SPP referencing distribution variables across the state with the selected systems in the initial collection.

SPP Template – Part B (3)

Tennessee
State

NOTE: TN is not using a sampling plan for this indicator, as the State is going to full census in the next two to three years. We are currently planning on training fifty four more LEAs who will begin compiling outcomes information in the summer/fall of 2008. These systems, along with the nine currently participating, represent close to half of the State's LEAs. The fifty four new LEAs interface with three of nine Tennessee Early Intervention (TEIS) districts currently participating. It is anticipated that we will add all remaining LEAs to the process next year.

Tennessee is naturally divided into three distinct geographic regions, east, middle, and west. Each geographic region has one large (over 50,000) LEA's within it. To complement these three large LEA districts the committee added two additional LEA's in each region ensuring all representative factors, for a total of nine LEA districts participating across the state. Outcomes decisions are made by the IFSP/ISP teams, using current assessment/evaluation/eligibility information, using appropriate materials including observations and parent information, at the initial IFSP or IEP. All information used to determine outcome ratings is documented on the present levels of performance area of the IFSP/IEP.

Signatures of participation on the IFSP/IEP are also document participation in determining child outcomes. Parents are given a copy of the ECO form. Data is gathered using a slightly modified ECO summary form for all children. The form was modified into a separate entrance and exit document to facilitate ease of administration and reporting. Present levels of performance constitute the documentation of information, and signatures on the IFSP/IEP document those participating in the outcomes determination. The entrance and exit forms contain all of the other information as the sample ECO forms, and are included in the SPP. Scores of 6 and 7 represent a child's functioning "comparable to same aged peers".

All EI and LEA districts in the initial and subsequent collection were trained on policies and procedures related to determining, collecting, and reporting Early Childhood data. Half day trainings were held for all participating districts, using training materials produced by the ECO Center, which were slightly modified to match Tennessee forms. Participants had an opportunity to practice using the Tennessee Early Childhood Outcomes Form. All participants received information about a sample child, and then participated in small group mock IEP meetings where they completed the entrance form, using ECO materials, including the ECO decision tree. Ratings were compared, and in all trainings, the many groups generally rated the sample child within one numeral of the mean. As entrance and exit data is collected, children who have been in their respective programs for six months or longer will have their scores used to establish percentiles of children in each category of the three outcome questions. Initially all entrance information was sent to a central state location to be entered into an excel format. Populated excel documents were returned to districts for their exit information to be added. This data has been collected and collated for each year. Currently districts are maintaining entrance and exit data in a consistent excel format. Data elements have been added to the state data collection system, and will be used for the 08-09 data collection.

In April 08 additional fifty-four LEA's were trained to gather and compile ECO data beginning in the 07-08 school year. These systems, along with the nine currently participating, represent close to half of the State's LEAs. The fifty four new LEAs interface with three of nine Tennessee Early Intervention (TEIS) districts currently participating. It is planned that all remaining LEAs will be added to the Early Childhood Outcomes reporting process next year.

Progress Data for FFY 2007:

A. Positive social emotional skills (including social relationships):	Number of Children	Percent of Children
a. Percent of preschool children who did not improve functioning	1	1%
b. Percent of preschool children who improved functioning but not	13	11%

SPP Template – Part B (3)

Tennessee
State

sufficient to move nearer to same age peers		
c. Percent of preschool children who improved functioning to a level nearer to but did not reach same aged peers	28	23%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	47	39%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	32	26%
Total	N=121	100%

A. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of Children	Percent of Children
a. Percent of preschool children who did not improve functioning	2	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to same age peers	10	8%
c. Percent of preschool children who improved functioning to a level nearer to but did not reach same aged peers	29	24%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	33	27%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	47	39%
Total	N=121	100%

C. Use of appropriate behaviors to meet their needs:	Number of Children	Percent of Children
a. Percent of preschool children who did not improve functioning	3	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to same	8	7%

SPP Template – Part B (3)

Tennessee
State

age peers		
c. Percent of preschool children who improved functioning to a level nearer to but did not reach same aged peers	14	12%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	32	26%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	64	53%
Total	N=121	100%

NOTE: Baseline Data for FFY07: States are not required to report baseline and targets until February 2010

Discussion of Progress Data for FFY 2007:

Data was collected from all participating systems. The data above is collated from all systems with the exception of Metro Nashville, who were not able to provide accurate data this collection period. Metro Nashville has been in process of broad reorganization in collaboration with the state department, and has been addressing emergency situations and multiple changes of administrative personnel throughout the administrative staff as well as other significant challenging issues impacting reporting issues. Metro Nashville has been in process of using the state general and special education data collection systems, but has not been able to fully implement their data collection systems at this time. Division staff in the Office of Early Childhood and new Metro Nashville preschool staff have scheduled a retraining to review processes, determine data gaps, and to ensure accurate collection of this data.

The data reported reflects a large number of children in category e, the percent of preschool children who maintained functioning at a level comparable to same aged peers in all three outcomes, which is thought to be reflective of the state's children served in the eligibility category of speech and or language delay. There is much discussion around this issue, from the perspective of both training and interpretation of the data.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07
Development of outcomes data collection system Development of temporary outcomes data system to collect entrance data using the ECO collection forms.	An excel system to collect ECO information within the state data system had been developed and is being used by LEA's. Completed, delete Available to systems not using state data system
Exit data will be analyzed	Fall 07 Completed

SPP Template – Part B (3)

Tennessee
State

Data verification activities will be implemented to determine consistency of data across LEA's and between early intervention exit and preschool entrance data	Fall 07 Completed
Fields will be added to EasyIEP to capture outcomes information	Delete – another data activity is listed below
More systems will be identified and trained to begin implementation	Spring 08 Completed
Expand the LEA participants in the Early Childhood Outcomes data gathering to include all LEA's interfacing with the three Early Intervention Districts. This will be an additional 54 LEA's participating, increasing LEA's from 9 to 63.	Spring 08 Completed
Data verification and consistency of data activities between Part C and Part B	Progress made - continue
Statewide analysis of data as an ongoing process.	Progress made - continue
Sharing and training of data analysis and implications	Progress made - continue
The state is exploring the addition of Data elements for outcomes being added to Tennessee's data collection systems TEIDS and EasyIEP.	Fall 08 designed, systems implement Winter 09 Progress made - continue
Addition of remaining LEA's training	Spring 09

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
NONE AT THIS TIME		

TENNESSEE CHILD OUTCOMES SUMMARY FORM at ENTRANCE

Complete this form for every child birth through five at the initial IFSP or IEP meeting.

TEIS/LEA _____

Initial IFSP/IEP

Date _____

Program/School _____

SC/Teacher _____

Child's Name _____

Eligibility _____

RACE ____ M ____ F ____

DOB _____

POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)*Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):*

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS*Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):*

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

3. TAKING APPROPRIATE ACTION TO MEET NEEDS*Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):*

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

SPP Template – Part B (3)

Tennessee
State

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

Tennessee Department of Education, Division of Special Education, modified from ECO child outcomes form, updated 1-07

TENNESSEE CHILD OUTCOMES SUMMARY FORM at EXIT

TEIS/LEA _____

Initial IFSP/IEP Date _____

Program/School _____

SC/Teacher _____

Child's Name _____

Eligibility _____

Race _____ M _____ F _____

DOB _____

Exit IFSP/IEP _____

Date _____

POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child): • Relating with adults • Relating with other children
• Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number 1-7) **1b.** Has the child shown any new skills or behaviors since the last outcomes summary? (Circle one number 1-2 and describe progress)

1a

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

1b

Yes	Describe progress:
No	

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child): • Thinking, reasoning, remembering, and problem solving
• Understanding symbols • Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number 1-7) **2b.** Has the child shown any new skills or behaviors since the last outcomes summary? (Circle one number 1-2 and describe progress)

2a

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

2b

Yes	Describe progress:
No	

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child): • Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.) • Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months) • Getting from place to place (mobility) and using tools.)

SPP Template – Part B (3)

Tennessee
State

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number 1-7)* **3b. Has the child shown any new skills or behaviors since the last outcomes summary?** *(Circle one number 1-2 and describe progress)*

3a

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

3b

Yes	Describe progress:
No	

**Part B State Performance Plan (SPP) for 2005-2010
OVERVIEW REVISED 2/1/08**

Overview of the State Performance Plan Development:

Input for completion of this portion of the performance plan included: a stakeholder survey, weekly meetings of task group members, and email requests for input from stakeholders.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Overview of Issue/Description of System or Process: (revised for FFY06 submission)

Through LEA Monitoring a parent survey will be conducted with survey questions selected from those issued by the National Center for Special Education Accountability Monitoring (NCSEAM). This version of a parent survey will be initiated during the 2006-07 school year. It should be noted that TN has been conducting its own parent surveys through LEA compliance monitoring for the last 4 school years and those results included in improvement plans of LEAs as needed.

The sampling method to be used allows for broad stakeholder input (i.e. all parents in the sample are given the opportunity to participate) and will include a “random” sample of enough districts to constitute a representative sample of the entire State

LEAs will conduct this survey at least once in every 4 year cycle without replacement so that there will be results available for APR and SPP reporting purposes. In addition to the LEAs selected to complete the survey, the 3 LEAs in TN with 50,000 or more Average Daily Membership (ADM) will be surveyed annually.

During the 2006-07 school year a Parent Survey was administered to those systems monitored. The groupings of systems for monitoring include a sampling of all demographics features identified across the State. The main demographic features are as follows: seven (7) “local types” of systems are identified across the state which includes large metropolitan, large town, rural, small town, urban large and mid-size cities and mid-size central cities. Each type is represented each monitoring year with an approximate range of 2 large metropolitan, to 1 large town, to 13 rural, to 8 small town, to 2 urban large city, to 3 urban mid-size, to 4 mid-size central cities per year.

The three geographic regions of the State - East, Middle and West are represented with approximately 12, 10, and 9 systems respectively. The percentage of students with disabilities in each group of systems ranges from 15% to 17 %. There is a poverty level range of 16% to 20 % each year and the ethnic breakdown of total student population for each group of systems is white 85 %, black 11%, and Hispanic 3%. The ranges for the other three minority groups in the State (i.e. Asian, Native American, and Pacific Islander) are not reported here as the numbers for each are insignificant.

NOTE: The State will be looking into the use of a *Sampling Calculator* to select LEAs for surveying after the 2006-07 school year as a means of selecting LEAs rather than using the monitoring schedule of LEAs.

There are three (3) LEAs in the State with an Average Daily Membership (ADM) over 50,000 students. The Parent Survey for these LEAs will be conducted *annually* according to the following procedures:

1) Knox County Public Schools: a *stratified random* sampling approach will be used for each disability area. The purpose being is to ascertain satisfaction, or lack thereof, by disability service area. The survey will be through the U.S. mail with a return envelope with prepaid postage back to the LEA. Envelopes are color coded according to disability for ease of sorting upon return. The sample size will be determined using an *alpha of .05* so that there is assurance that the results are not due to random answers but truly represent parental responses. The *return rate is 25% to 26 %*, so about 4 times as many surveys will be sent out as are required statistically to ensure that the return meets requirements set. The sample will be drawn from the student census and the number required for the sample will be a function of the number of students in the LEA with a particular disability.

2. Memphis City Schools: every parent who attended an annual IEP meeting was asked to complete a survey. There was no required response rate however the LEA reports that when completing the survey as a project of their own in 2005-06 they obtained about a 36% response rate which they hope to be an average rate for the future. The system's goal is to obtain respondents which represent all sectors of the community with results compiled and utilized in program planning, professional development planning for staff, and in planning parent trainings. There are also plans to record results by disability group beginning in 2006-07 to allow for a more detailed reporting of findings.

3) Metro Nashville Public Schools: the system will sample 5% of the total SPED population of parents of students with disabilities. The Department of Assessment and Evaluation will identify a random sample of students with disabilities. This will be accomplished by selecting the desired number of students based on their rank after assigning them a randomly generated number. There is no distinction for disability areas and no required response rate is set. The surveys will be mailed out and a three week return period allowed. The responses will be manually computed and results utilized in developing parent trainings and other parent activities and for planning of staff trainings. To facilitate a higher response rate, information about the survey will be distributed via newsletters, letters, and meetings. Members of the system's Parent Advisory Committee will be asked to inform their cluster schools regarding distribution of the survey as well.

Survey questions for 2006-2007 were taken directly from NCSEAM's suggested list of Parental Survey Questions. These 25 questions were designed as an *Efforts* scale whose intent was to obtain parental perspective on school's efforts to partner with parents.

End of revision for FFY08

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline data will be provided in the FFY 2005 APR due February 1, 2007.

Discussion of Baseline Data:

Since this is a new indicator, discussion of the baseline data will be provided in FFY 2005 APR due February 1, 2007.

SPP Template – Part B (3)

Tennessee
State

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets and improvement activities will be provided in the FFY 2006 APR due February 1, 2008.
2006 (2006-2007)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 93%.
2007 (2007-2008)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 94%.
2008 (2008-2009)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 95%.
2009 (2009-2010)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 96%.
2010 (2010-2011)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 97%.

Improvement Activities/Timelines/Resources:

Since this is a new indicator, improvement activities will be provided in the FFY 2006 APR due February 1, 2008.

SPP Template – Part B (3)

Tennessee
State

PARENT SURVEY (to be completed for 2005-2006) (FLRE #8)

School System _____ Date Completed _____

School _____

PARENTS: This is survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select disagree or agree. You may skip any item that you feel does not apply to you or your child.

School's Efforts to Partner with Parents

Questions	NA	Agree	Disagree
*1. The school system encourages parent involvement as a means of improving services and results for children with disabilities.			
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.			
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.			
4. My Child's evaluation report is written in terms I understand.			
5. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).			
6. The school communicates regularly with me regarding my child's progress on IEP goals.			
7. The school offers parents training about special education issues.			
8. School provides information on agencies that can assist my child in the transition from school.			
9. The school explains what options parents have if they disagree with a decision of the school.			

Quality of Services

Questions			
10. My Child's IEP tells how progress towards goals will be measured.			
11. My child is taught in regular classes, with supports, to the maximum extent appropriate.			
12. Special education teachers make accommodations and modifications are indicated on my child's IEP.			
13. General education teachers' accommodations and modifications are indicated on my child's IEP.			
14. General education teachers' work together to assure that my child's IEP is being implemented.			
15. The principal does everything possible to support appropriate special education services in the school.			

SPP Template – Part B (3)

Tennessee
State

Questions	NA	Agree	Disagree
16. The school provides my child with all the services documented on my child's IEP.			
17. The school offers students without disabilities and their families, opportunities to learn about students with disabilities.			
18. The school ensures that after-school and extracurricular activities are accessible to students with disabilities.			

Impact of Special Education Services on Your Family

Questions	NA	Agree	Disagree
19. Over the past year, special education services have helped me and/or my family to understand how the special education system works.			
20. Over the past year, special education services have helped me and/or my family to understand my child's special needs.			

Parent Participation

Questions	NA	Agree	Disagree
21. I ask my child to talk about what he or she is learning in school.			
22. I communicate to my child that it is important to do well in school.			
23. I meet with my child's teacher(s) to plan my child's program services.			
24. I participate in school sponsored activities.			
25. I participate in the school's PTA (Parent Teacher Association) or PTO (Parent Teacher Organization).			
26. I attend training session's relation to the needs of children with disabilities and their families.			

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Tennessee's Disproportionality Core Work Group (DCWG), comprised of nine DOE Special Education and ESL Staff personnel, met four times during the 2004-2005 school year to review and discuss issues and ideas, establish goals pertaining to disproportionality, and provide a basis for reform. Since December 2004, Tennessee has participated in quarterly meetings provided by the National Center for Culturally Responsive Educational Systems (NCCREST) for the nine states receiving the NCCREST Grant. This grant provides a minimum of two years of technical assistance and peer support to reduce disproportionality in special education classrooms across the state.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality
--

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.
--

Include State's definition of "disproportionate representation."
--

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Tennessee's December 1999 Special Education Census reported an increasing trend of disproportionate representation of students from racial and ethnic student populations as students with disabilities. Subsequently, focused monitoring resulted in findings of inappropriate identification of students with disabilities, due primarily to the use of inappropriate criteria and guidelines for the assessment and identification of students with disabilities. In the 2000-2001 school year, focused task force groups were assembled with purpose to review and revise, as appropriate, eligibility criteria and procedures that are required for the identification of students with disabilities. Each task force group was comprised of statewide stakeholders including: university instructors; K-12 special education teachers, supervisors, and assessment specialists; general education teachers; advocates; and parents of students with disabilities. Each task force group reviewed current literature and research pertinent to the disability and criteria used in other states with the overarching purpose of assuring that all students with disabilities are identified based on criteria that are research-based and culturally fair. The proposed revisions in disability eligibility criteria were approved by Tennessee's State Board of Education (BOE) in January 2002. In order to provide opportunity for training of revised criteria with assessment team personnel, the BOE made the provision that criteria would become effective on July 1, 2002. In May and June of 2002, statewide training was provided for revisions made for all disability criteria. Additional training was provided for assessment of Mental Retardation, Specific Learning Disabilities, Speech and Language Impairments, and Functionally Delayed (state disability) due to previous inappropriate identification standards / procedures and

significant revisions that had been made for identification of students in these disability categories. Disability resource packets, which provided guidance for revised disability evaluation procedures were developed for high incidence disabilities and placed on Tennessee's special education assessment web page in the 2003-2004 school year to assist assessment personnel with changes made in the revised criteria. This information can be viewed at <http://www.state.tn.us/education/speced/seassessment/>.

Tennessee's definition of "disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification" will be based on analysis of Table 1 of the Annual Report of Children Served from the 2005 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act (Child Count). In May 2004, data for the 2003-2004 school year was reviewed and analyzed by DCWG to determine disproportionate representation of racial and ethnic student populations as students with disabilities, and results were reported to OSEP in the 2004 Annual Performance Report. Statewide comparison of student populations by race/ethnicity was made through use of the relative risk ratio. Based on a Summary for Disproportionality provided through Westat's analysis for Disproportionality, a range of 0.80 – 1.20 was determined by the DCWG as an acceptable amount of variation from the expected relative risk ratio of 1.0. The 2003-2004 school year data was reviewed for disproportionate identification of students who are Black (not Hispanic), White (not Hispanic), and Hispanic which comprise 99.5% of Tennessee's student population. Analysis of statewide data indicated a significant underrepresentation of Hispanic students in all disability categories. Statewide, there was a slight overrepresentation of Black (not Hispanic) students identified with disabilities (1.13). Additionally, statewide data was reviewed in conjunction with identification trends (increasing, decreasing, or stable) and data gathered through the monitoring process. Review of policies, practices, and procedures used in the identification of students with disabilities was made in school systems as part of the monitoring cycle. The 2004-2005 school year data gathered for identification of children ages 6-21 served under IDEIA by race/ethnicity, and reported in the FFY 2005 APR, will be reviewed by the DCWG for purpose of defining significant disproportionate representation of students with disabilities in school systems. The above-referenced criteria will be the basis for initial statewide analysis of disproportionality.

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline data will be provided in FFY 2005 APR due February 1, 2007. Data collected in the December 2005 Census Report in Special Education will provide a basis for Tennessee's definition of "disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification".

Discussion of Baseline Data:

Since this is a new indicator, discussion of the baseline data will be provided in FFY 2005 APR due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets will be provided in the FFY 2005 APR due February 1, 2007, with a target of 0%.
2006 (2006-2007)	
2007	

SPP Template – Part B (3)

Tennessee
State

(2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Since this is a new indicator, activities, timelines, and resources will be provided in the FFY 2005 APR due February 1, 2007.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The Disproportionality Core Work Group (DCWG), comprised of twelve Tennessee Department of Education (DOE) Special Education Staff and ESL Staff, met four times during the 2004-2005 school year to analyze data collected in the December 1, 2004 Special Education Census and establish Tennessee's definition for significant disproportionality. Collaborative meetings with the National Center for Culturally Responsive Education Systems (NCCRESt) State Partners occurred quarterly in the 2004-2005 school year. Additionally, broad input from parents, advocates, and special education stakeholders from across the state was obtained through a stakeholder survey.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Tennessee's December 1999 Special Education Census reported an increasing trend of disproportionate representation of students from racial and ethnic student populations as students with disabilities. Focused monitoring resulted in findings of inappropriate identification of students in the disability categories of Mental Retardation; Specific Learning Disabilities; Speech and Language Impairments; and Intellectually Gifted and Functionally Delayed (Tennessee state disabilities) that was primarily due to the use of inappropriate criteria and assessment procedures for identification of these disabilities. Based on data revealing disproportionate identification or inappropriate assessment methods for students with disabilities, Tennessee assembled task force groups for each of the federal and state disability categories with purpose to review and revise all disability category identification criteria and procedures.

The task force group addressing the identification of Mental Retardation specifically revised standards to address inappropriate assessment and identification of black and ELL. A review of existing literature and research provided the basis for Tennessee's initial approach to decreasing the disparity between white and black students who were identified with Mental Retardation. The revised criteria for Mental Retardation (effective July 1, 2002) were strengthened by the incorporation of language requiring the assessment of specific risk factors that result in the overrepresentation of minority populations. These risk factors included – limited English proficiency; cultural background and differences; medical conditions that impact school performance; socioeconomic status;

communication disabilities; and sensory or motor disabilities. An assessment resource packet was developed in the fall of 2003 and placed on Tennessee's special education web page (<http://www.state.tn.us/education/speced/seassessment/>) to assist assessment specialists with changes made in the revised criteria for Mental Retardation.

Since the revision of the criteria for identification of students with Mental Retardation, technical assistance has been provided to school districts during compliance/monitoring visits. School districts have been provided with technical assistance in the process of self-assessment for determining disproportionate representation by calculating the disparity among racial/ethnic populations identified as having Mental Retardation. In October 2004, Tennessee was chosen as one of nine (9) states to participate in level one activities of technical assistance provided through the National Center for Culturally Responsive Education Systems (NCCRESt), which is funded by the Office of Special Education Programs, U.S. Department of Education. The second year of technical assistance began in September 2005. Collaborative meetings with the NCCRESt State Partners occur quarterly. Tennessee formed a Disproportionality Core Work Group (DCWG) in the 2004-2005 school year to review and discuss issues and ideas, establish goals and provide a basis for disproportionality reform. Based on statewide data review, the DCWG targeted four areas of focus: over-identification of black (not Hispanic) populations with Mental Retardation; under-identification of English Language Learners as students with disabilities; and under-representation of black (not Hispanic) and Hispanic students as Intellectually Gifted. The focus and efforts from this workgroup are ongoing, with plans for the formation of a statewide stakeholders' committee on disproportionality.

Tennessee's definition of "disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification" will be based on analysis of Table 1 of the Annual Report of Children Served from the 2005 Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act (Child Count). In May 2004, data for the 2003-2004 school year was reviewed and analyzed by the DCWG to determine patterns of statewide disproportionate representation of racial and ethnic student populations in the disability categories of Mental Retardation, Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairments, and Autism. Statewide comparison of disproportionate identification was made through use of the risk ratios for students with disabilities by race/ethnicity for each of the high incidence disability categories. Based on a Summary for Disproportionality provided through Westat's analysis for Disproportionality, a range of 0.80 – 1.20 was set as an acceptable amount of variation from the expected relative risk ratio of 1.0 for the initial analysis of disproportionate representation by disability. This data was examined for students with disabilities who are Black (not Hispanic), White (not Hispanic), and Hispanic which comprise 99.5% of Tennessee's student population. Statewide, a significant variance from the expected relative risk ratio of 1.0 was found in the category of Mental Retardation, with both overrepresentation of Black (not Hispanic), and underrepresentation of White (not Hispanic) and Hispanic students. Therefore, data was gathered at the LEA level to determine systems with disproportionate identification of students with Mental Retardation. Data from Tennessee school systems was reviewed in conjunction with identification trends (increasing, decreasing, or stable) and information gathered through the monitoring process. Review of policies, practices, and procedures used in the identification of students with disabilities was made in school systems as part of the monitoring cycle.

The 2004-2005 school year data gathered for identification of children ages 6-21 served under IDEIA by race/ethnicity, and reported in the FFY 2005 APR, will be reviewed by the DCWG for purpose of defining significant disproportionate representation of students in all high incidence disability categories. The criteria used to determine overrepresentation and/or underrepresentation of students with disabilities by category will be the basis for Tennessee's initial statewide analysis. After review of the 2004-2005 data reported in the FFY 2005 APR, the DCWG will analyze and define significant disproportionality for each of the high incidence disability categories by application of additional indicators, including system demographics, trend data from the past three years (i.e., has the disproportionality ratio escalated or diminished), and interventions that are currently in place addressing disproportionality issues established through the school system's strategic plan. A

discussion of baseline data, definitions, measurable and rigorous targets and activities will be included in the FFY 2005 APR due February 1, 2007.

Baseline Data for FFY 2004 (2004-2005):

Statewide Baseline Data –

Percent of Students Identified with Mental Retardation by Ethnicity

White (not Hispanic)	Black (not Hispanic)	Hispanic
42.45%	55.81%	1.24%

Discussion of Statewide Baseline Data:

Baseline data (from net enrollment) for the total number of students in Tennessee in grades K-12 is 976,584. Tennessee's students identified with Mental Retardation comprise 11,471 or .012% of the total student population. Although statewide data for students identified with Mental Retardation falls within expected normative frequency limits, analysis of identification rates for the target populations (as stated in Tennessee's disproportionality definition) reveals a disproportionate representation in the area of Mental Retardation.

Baseline data used to determine Tennessee's definition of disproportionate representation was calculated from the December 1, 2004 census information submitted by Tennessee's 136 school districts. Formulas provided by OSEP were then applied to determine a weighted risk ratio for each of the ethnic groups as reported to OSEP (American Indian/Alaska Native, Asian/Pacific Islander, Black [not Hispanic], Hispanic, and White [not Hispanic]). Demographic data specific to each district was factored into the formulas. Based on review of data collected for all disability categories, the DCWG determined the disability category of Mental Retardation as focus for Tennessee's definition of disproportionate representation. White (not Hispanic), black (not Hispanic), and Hispanic students comprise 99.5% of Tennessee's total net enrollment and, therefore, established the rationale for defining significant disproportionate representation.

Relative Risk Ratio Data – Districts Identified with Significant Disproportionate Representation of Students with Mental Retardation

School System	Black	Hispanic	White
Hardeman County	5.19	1.37	0.20
Haywood County	4.64	0.33	0.27
Memphis City	4.38	0.26	0.28
Tipton County	5.15	0.51	0.22

Definition of Disproportionate Representation, Discussion of Baseline Data, and Review of Policies, Practices and Procedures:

Definition of Disproportionate Representation:

1. Weighted relative risk ratio of 2.0 or higher for students who are Black (not Hispanic) coexisting with a weighted relative risk ratio of 0.5 or less for students who are White (not Hispanic) and/or students who are Hispanic
2. Examination of five (5) other factors (indicators of disproportionality):

- districts with "total disparity" of 8 or more – calculated by adding the difference between the weighted relative risk ratio for students who are Black and those who are White to the difference between the weighted relative risk ratio for students who are Black and those who are Hispanic
 - districts with a total enrollment of 200 or more Black students in the district
 - districts with 20 or more students who are Black identified as having Mental Retardation
 - districts with 3% or more of their students who are Black identified as having Mental Retardation
 - districts with a three-year trend (based on weighted relative risk ratio) of increasing overrepresentation of students who are Black as having Mental Retardation
3. Districts with all 5 of these factors were considered to have significant disproportionality

Discussion of Baseline Data:

The 2004-2005 statewide data for all racial and ethnic groups in the high incidence disability categories was reviewed and analyzed by the DCWG to provide a basis for Tennessee's definition of "significant disproportionate representation". Based on statewide data supporting overrepresentation of black and underrepresentation of white and Hispanic students with Mental Retardation, an initial data analysis was made to determine school districts with potential disproportionate representation by applying a weighted relative risk ratio of 2.0 or higher for students who are black (not Hispanic) with a coexisting weighted relative risk ratio of 0.5 or less for students who are white (not Hispanic) and/or students who are Hispanic. The application of this criterion identified fifty-four (54) or forty percent (40%) of Tennessee's school districts with potential disproportionate representation of students identified with Mental Retardation. After a precursory review of system data by the DCWG and receipt of further guidance from OSEP, five additional indicators of disproportionality were examined to determine districts with significant disproportionality. Additional indicators of significant disproportionality included the system demographics with respect to the target populations, trend data in the identification of Mental Retardation for target populations from the past three years (i.e., has the disproportionality ratio escalated or diminished), and interventions that are currently in place addressing disproportionality issues established through the school system's strategic plan. As a result of the second review with additional criteria listed above, it was concluded that fifty (50) of the fifty-four (54) school systems initially screened with the weighted relative risk ratio criteria did not have a disproportionality problem at a level of significance to require the utilization of 15% of the school district's federal funds for Early Intervening Services.

Review of Policies, Practices and Procedures

Potential Disproportionate Representation:

School systems identified with potential disproportionate representation were required to provide documentation for system-wide review of students identified with Mental Retardation by race and ethnicity and steps taken to ensure the equitable use of evaluations and eligibility determinations. Based on these criteria, each of the 50 districts identified with potential disproportionate representation were required to take the following actions and submit to the TN DOE for review by the DCWG.

1. Review policies, procedures, and practices for identification of students with disabilities to ensure equitable application of eligibility criteria (child find, testing, eligibility determination, etc.), and revise as appropriate.
2. Develop strategies/procedures that address the identified areas of disproportionality.

Significant Disproportionate Representation:

In addition to the required documentation for systems with potential disproportionate representation, the four school systems identified with "significant disproportionate representation" are required to provide comprehensive early intervening strategies for children who are not identified with disabilities, and revise the system's 2005-2006 Comprehensive Plan for Providing Special Education Services to reflect the utilization of 15% of the 2005-2006 federal funds toward Early Intervening Services.

Additionally, the system's plan for addressing areas of disproportionality is to be included in the 2005-2006 Comprehensive Plan. Districts identified with significant disproportionality are required to develop an annual report to be submitted to the Division of Special Education on (a.) the number of students served under Early Intervening services during the 2005-2006 school year; and (b.) the number of students served under Early Intervening services who subsequently received special education and related services during the preceding two (2) year period.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2005-2006 school year will be 0%. B. Since this is a new indicator, measurable and rigorous targets will be included in the 2005 APR due February 1, 2007.
2006 (2006-2007)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2006-2007 school year will be 0%.
2007 (2007-2008)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2007-2008 school year will be 0%.
2008 (2008-2009)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2008-2009 school year will be 0%.
2009 (2009-2010)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2009-2010 school year will be 0%.
2010 (2010-2011)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2009-2010 school year will be 0%.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
<p>The Disproportionality Core Work Group will:</p> <ul style="list-style-type: none"> • review disproportionality data for all six required disability categories • review/revise state definition of disproportionate representation in light of the other categories • review other disproportionality issues and ideas • establish goals pertaining to disproportionality issues, and • provide a basis for reform. • 	<p>December 2005 – Ongoing</p>	<p>-DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors</p>

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A statewide stakeholders' committee on disproportionality will be formed for input and continued guidance on goals established by the Core Work Group.	Fall 2006 – Ongoing	<ul style="list-style-type: none"> -DOE Special Education support staff; -Statewide special education teachers -DOE ESL Staff – Teaching & Learning; -Statewide ESL teachers -LEA Special Education Supervisors -Statewide assessment personnel -Parents of students from racial/ethnic diverse backgrounds -Advocacy groups -Community leaders from racial/ethnic diverse backgrounds
Expand current guidelines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: child find/screening guidelines unbiased and culturally-fair assessment practices guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability	December 2005 – Spring 2006	<ul style="list-style-type: none"> -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors -ESL Teachers
Provide statewide training and continuation of technical assistance to LEAs of best practices in the child find, referral, and assessment of CLD/ELL students to special education	Spring 2006 – Ongoing	<ul style="list-style-type: none"> -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors -ESL Teachers
Develop, provide training, and disseminate best practices guidelines, including specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of black, white, and Hispanic students with Mental Retardation	December 2005 – Ongoing	<ul style="list-style-type: none"> -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning;
Continue grant partnership quarterly meetings with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	December 2005 – December 2006 Note: Grant continued for 2nd year (1st year – 12/04 – 09/05)	<ul style="list-style-type: none"> -NCCRESt State Liaison -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning
Make available the NCCRESt Rubric for self-assessment (Rubric for Looking at	Winter 2005 – Ongoing	<ul style="list-style-type: none"> -DOE Special Education support staff;

<p>District Practices) to all school districts.</p> <p>Based on self-assessment results from the NCCRESt Rubric, provide technical assistance to districts that have been identified with potential and significant disproportionate representation</p>		
<p>Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.</p> <p>Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities</p>	<p>July 2005 – Ongoing</p>	<p>-SDOE – Division of Special Education; Division of Teaching & Learning -LEAs -IRIS Center, Vanderbilt University -Drs. Doug and Lynn Fuchs -State Improvement Grant University Contract Partners</p>

REVISIONS, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005-06:

In addition to changes made in the definition of Disproportionate Representation and the Process for Data Collection and analysis, the main body of SPP 9 has been rewritten to provide continuity of thought and clarity for reading and following Tennessee's plan. This Revision of SPP 9 begins below and represents the entire State Performance Plan, including all sections whether changed, reworded, clarified, added, or deleted.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Tennessee's Disproportionality Core Work Group (DCWG), comprised of nine DOE Special Education and ESL Staff personnel, met throughout the 2004-2005 school year to review and discuss issues and ideas, establish goals pertaining to disproportionality, and provide a basis for reform. Since December 2004, Tennessee has participated in quarterly meetings provided by the National Center for Culturally Responsive Educational Systems (NCCRESt) as one of the nine states receiving the NCCRESt Grant as one of the nine state partners who were recipients of the NCCRESt Technical Assistance Grant in 2004. This grant provided a minimum of two years of technical assistance and peer support to reduce disproportionality in special education classrooms across the state. Additionally, broad input from parents, advocates, and special education stakeholders from across the state was obtained through a stakeholder survey.

The Disproportionality Core Work Group, responding to Indicator 10, had discussions and met on numerous occasions throughout the 2005-2006 school year. Discussions of group members included meetings, email and phone contacts. Broad input from stakeholders was also obtained. This included Special Education Supervisors, Advocacy Groups, personnel from the National Center for Culturally

Responsive Educational Systems (NCCRESt), State Department of Education Personnel (Special Education, Federal Programs, and English as a Second Language), and the State Advisory Council.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

INDICATOR 9-REVISION: DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION:

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Tennessee's December 1999 Special Education Census reported an increasing trend of disproportionate representation of students identified with disabilities from racial/ethnic populations. Subsequently, focused monitoring resulted in findings of inappropriate identification of students with disabilities primarily due to the use of invalid procedures in the assessment and identification process. In the 2000-2001 school year, focused task force groups were assembled with purpose to review and revise, as appropriate, eligibility criteria and procedures that are required for the identification of students with disabilities. The proposed revisions in disability eligibility criteria in all federal and state categories were approved by Tennessee's State Board of Education (BOE) in January 2002 and became effective in school districts on July 1, 2002. In May and June of 2002, statewide training was provided in the criteria revisions made for all disability categories. Additional training was provided for the assessment procedures and criteria/standards of Mental Retardation, Specific Learning Disabilities, Speech and Language Impairments, Developmental Delay and Functional Delay (state disability) due to the significant revisions that had been made to assessment/identification procedures in these disability categories. Disability resource packets, which provided guidance for revised disability evaluation procedures, were developed for high incidence disabilities and placed on Tennessee's special education assessment web page in the 2003-2004 school year to assist assessment personnel with changes made in the revised criteria/standards. This information can be viewed on the Special Education web site on the Special Education Assessment page at <http://www.state.tn.us/education/speced/seassessment/>.

FFY 2003: (Data Overview)

Baseline data review and analysis used for Tennessee's definition of "disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification" is based on analysis of Table 1 of the Annual Report of Children Served from the FFY 2005 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act (Child Count). In May 2004 data for the 2003-2004 school year was reviewed and analyzed by the State to determine disproportionate representation of racial and ethnic student populations as students with disabilities and results were reported to OSEP in the 2004 Annual

Performance Report. Statewide comparison of student populations by race/ethnicity was made through use of the Relative Risk Ratio (RRR). The 2003-2004 school year data was reviewed with the Weighted Risk Ratio (WRR) to disproportionate identification of students who are Black (not Hispanic), White (not Hispanic), or Hispanic. These three student subgroup populations represent 99.5% of Tennessee's total student population. Analysis of statewide data indicated a significant underrepresentation of Hispanic students in all disability categories. Statewide, there was a slight overrepresentation of Black (not Hispanic) students identified with disabilities (WWR = 1.13). Additionally, statewide data was reviewed in conjunction with identification trends (increasing, decreasing, or stable) and data gathered through the monitoring process. Review of policies, practices, and procedures used in the identification of students with disabilities was made in school systems as part of the monitoring cycle. The 2004-2005 school year data gathered for identification of children ages 6-21 served under IDEA by race/ethnicity, and reported in the FFY 2005 APR, was reviewed by the State for purpose of defining significant disproportionate representation of students with disabilities for each district within the state.

FFY 2004: Data Overview

In the 2004-2005 school year data was gathered for identification of children ages 6-21 served under IDEA by race/ethnicity and reported in the FFY 2004 APR. This data was reviewed by the Department as an initial indicator for determination of significant disproportionate representation of students with disabilities at the local level. The process used for the 2004-2005 review was based on data in the disability area of Mental Retardation, since Mental Retardation was the only disability with a Statewide WRR of more than 1.0. An additional indicator used in the 2004-2005 data review for disproportionality was the underrepresentation of Hispanic students and/or white (not Hispanic) students in the disability of Mental Retardation. These two coexisting indicators identified LEAs with potential disproportionate representation of students identified with Mental Retardation.

FFY 2005: Data Overview

In FFY 2005, Tennessee's data analysis and definition/process for the determining the "percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification" was defined due to the following factors:

1. Weighted Risk Ratio (WRR), applied as basis for review and analysis of data in FFY 2003 and FFY 2004, provides a wide and general sweep for comparison of school districts across the State.
2. Relative Risk Ratio (RRR), applied as basis for review and analysis in FFY 2005, is a more appropriate measure. RRR permits in-depth focus for each school district and utilizes the district's demographic data to determine disproportionate representation.
3. Data examined for FFY 2004 focused on Tennessee's statewide disproportionate disability area of Mental Retardation. Use of the WRR was appropriate for comparing district data on a statewide basis. The analysis of data reviewed in FFY 2005 was expanded to include the six high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, Speech/Language Impairments, and All Disabilities. RRR was determined to be the more appropriate and accurate method to analyze data at the system level for each of the racial/ethnic groups.

FFY 2005: Baseline Data**Table 9 – ALL DISABILITIES**

$(3) \div (136) = .022 \times 100 = 2.20\%$

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	**	0	**	**	295	0.00	0.00	0.41	0.11	3.25	9	**	16	56	1883
2	0	0	0	**	813	0.00	0.00	0.00	0.47	3.99	11	13	32	66	6211
3	0	0	0	**	422	0.00	0.00	0.00	0.49	4.54	11	7	**	15	3066

FFY 2005: Revised Definition and Discussion (see [FFY 2005: Data Overview \[Revised\]](#) for explanation of change)

The December 1, 2005 Unduplicated Census Data for students identified with All Disabilities (<http://state.tn.us/education/speced/sedata.shtml>) was reviewed based on Tennessee's revised definition for the "percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification".

FFY 2005: Revised Definition, Review, and Analysis – Disproportionate Representation

Definition, Review and Analysis: Phase One

In Phase One of the State's disproportionality review/analysis, the weighted risk ratio (WRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. The initial review determined the existence of any apparent statewide concerns and provided a comparison of all school districts on a statewide level. During Phase I, the following criteria were applied:

- Racial/ethnic group Child Count of ≥ 20 in a disability category and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Weighted Risk Ratio (WRR) of ≥ 3.0 in any disability category

Definition, Review and Analysis: Phase Two

In Phase Two of the State's disproportionality review/analysis, the relative risk ratio (RRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. Analysis of Phase Two data resulted in the identification of school districts with potential disproportionality issues. Selection for further review was based on the following criteria:

- Racial/ethnic group Child Count of ≥ 6 , and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Relative Risk Ratio (RRR) of ≥ 3.0 in any disability category

Process, Review of Policies, Practices/Procedures: Phase Three

Each year following the analysis of data from the December 1 Unduplicated Census from the preceding FFY, all school districts are notified of level classification by the Division of Special Education. Following the analysis of data, each district in the state is classified at one of the following levels:

<u>Level</u>	<u>Description</u>	<u>Action Required</u>
1	No identified disproportionality	<ul style="list-style-type: none"> • None

<u>2</u>	<u>Potential disproportionality</u>	<ul style="list-style-type: none"> • <u>Review policies and procedures</u> • <u>Local analysis of identification procedures</u> • <u>Technical assistance as needed</u>
<u>3</u>	<u>Significant disproportionality</u>	<ul style="list-style-type: none"> • <u>Appropriate 15% of federal funds for Early Intervening Services</u>

- Districts classified at **Level 1** are encouraged to review their data to ensure that appropriate policies and procedures are in place to prevent disproportionate representation due to inappropriate identification.
- Districts are classified at **Level 2** in two phases of analysis.

Level 2 – Phase 1: Districts are: required to review policies and procedures in the disability category identified by the State's data review/analysis to ensure disproportionate representation is not due to inappropriate identification

Level 2 – Phase 2: The district is required to review policies and procedures for the identification of the disability category identified in the State's data review/analysis by applying a Relative Risk Ratio (RRR) of ≥ 3 . After the district completes review of policies and procedures and can document and justify that disability disproportionate representation in the target disability *is not due* to inappropriate identification, the district is classified at **Level 1** for the FFY under review. If, after local review of the policies and procedures, the district fails to document and justify disproportionate representation in the target disability *is not due* to inappropriate identification procedures, the State will conduct a focus on-site review of the district's policies and procedures. If the policies and procedures and on-site reviews indicate inappropriate identification of the disability, the district is classified at **Level 2** for the FFY under review.

Districts classified at **Level 2** after Phase 2 of review:

- a.) are required to conduct a local analysis of identification procedures, and
- b.) provided with ongoing technical assistance in areas of specific need.
- If districts remain at **Level 2 (Potential Disproportionality)** for three consecutive years after the initial **Level 2** classification, they are reclassified at **Level 3 (Significant Disproportionality)**. If, at the end of the three-year **Level 2** classification, a school district does not meet the state's target of decreasing disproportionate representation of the identified subgroup to **Level 1** or **Level 2**, the district will be required to reserve 15% of its federal special education allocation for early intervening services. The 15% reserve will be required each year until the district meets the State target.

Discussion of Statewide Baseline Data:

Summary Data for Phase 1 Review of disproportionate representation of students in All Disability categories is as follows:

<u>Category</u>	<u># School Districts Identified at Level 2 (Phase 1 Review)</u>	<u>% School Districts Identified at Level 2 (Phase 1 Review)</u>
<u>All Disabilities</u>	<u>3</u>	<u>2.21%</u>

3 of Tennessee's 136 school districts (2.21%) met Phase 1 of Level 2 classification for disproportionate identification of students in All Disability Categories (Potential Disproportionate Representation).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2005-2006 school year will be 0%.
2006 (2006-2007)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2006-2007 school year will be 0%.
2007 (2007-2008)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2007-2008 school year will be 0%.
2008 (2008-2009)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2008-2009 school year will be 0%.
2009 (2009-2010)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2009-2010 school year will be 0%.
2010 (2010-2011)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2010-2011 school year will be 0%.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Develop definition of Disproportionate Representation and Identification Process to determine the number of districts with disproportionate representation of racial and ethnic groups in all disability categories as a result of inappropriate identification.	FFY 2005	SDE Disproportionality Core Work Group
Review Unduplicated Census Data for school districts meeting this definition.	FFY 2005—FFY 2010	SDE Division of Special Education
Expand current guidelines and develop a "best practices" document for the child find, referral, and assessment of	FFY 2005—FFY2009	SDE Personnel SDE and LEA ESL Personnel

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culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: <ul style="list-style-type: none"> child find/screening guidelines, unbiased and culturally-fair assessment practices, and guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 		
Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	FFY 2005	SDE Personnel NCCRESt State Liaison
Advocate and collaborate with NIUSI in the addition of Memphis to NIUSI's national city partners.	FFY 2005—2009	Memphis City Schools Disproportionality Work Committee SDE Personnel NIUSI Personnel
Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services. Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.	FFY 2005—2010	IRIS Center, (Initiated through a SIG Contract) Vanderbilt University, Drs. Doug and Lynn Fuchs State Improvement Grant University Contract Partners
Establish statewide stakeholders' committee on disproportionality to provide input and continued guidance on goals established by the DOE Disproportionality Core Work Group.	FFY 2005—FFY 2010	SDE Personnel LEA Special Education Personnel SDE and LEA ESL Personnel Parents – students from racial/ethnic diverse backgrounds Advocacy Groups Community Leaders from racial/ethnic diverse backgrounds
Develop and disseminate best	FFY 2005—FFY 2010	SDE Personnel

<p>practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethnic groups of students who have been inappropriately disproportionately identified with disabilities.</p> <p>Provide technical assistance to districts that have been identified with potential and significant disproportionate representation.</p> <p>Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).</p>		<p>NCCRESt Web Site (http://www.nccrest.org/)</p> <p>NIUSI Web Site (http://www.urbanschools.org/)</p>
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The Disproportionality Core Work Group (DCWG), comprised of twelve Tennessee Department of Education (DOE) Special Education Staff and ESL Staff, met four times during the 2004-2005 school year to analyze data collected in the December 1, 2004 Special Education Census and establish Tennessee's definition for significant disproportionality. Collaborative meetings with the National Center for Culturally Responsive Education Systems (NCCRESt) State Partners occurred quarterly in the 2004-2005 school year. Additionally, broad input from parents, advocates, and special education stakeholders from across the state was obtained through a stakeholder survey.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality
INDICATOR 10-DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES:

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = $\left[\frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right] \times 100$.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Tennessee's December 1999 Special Education Census reported an increasing trend of disproportionate representation of students from racial and ethnic student populations as students with disabilities. Focused monitoring resulted in findings of inappropriate identification of students in the disability categories of Mental Retardation; Specific Learning Disabilities; Speech and Language Impairments; and Intellectually Gifted and Functionally Delayed (Tennessee state disabilities) that was primarily due to the use of inappropriate criteria and assessment procedures for identification of these disabilities. Based on data revealing disproportionate identification or inappropriate assessment methods for students with disabilities, Tennessee assembled task force groups for each of the federal and state disability categories with purpose to review and revise all disability category identification criteria and procedures.

The task force group addressing the identification of Mental Retardation specifically revised standards to address inappropriate assessment and identification of black and ELL. A review of existing literature and research provided the basis for Tennessee's initial approach to decreasing the disparity between white and black students who were identified with Mental Retardation. The revised criteria for Mental Retardation (effective July 1, 2002) were strengthened by the incorporation of language requiring the assessment of specific risk factors that result in the overrepresentation of minority populations. These risk factors included – limited English proficiency; cultural background and differences; medical conditions that impact school performance; socioeconomic status; communication disabilities; and sensory or motor disabilities. An assessment resource packet was developed in the fall of 2003 and placed on Tennessee's special education web page

(<http://www.state.tn.us/education/speced/seassessment/>) to assist assessment specialists with changes made in the revised criteria for Mental Retardation.

Since the revision of the criteria for identification of students with Mental Retardation, technical assistance has been provided to school districts during compliance/monitoring visits. School districts have been provided with technical assistance in the process of self-assessment for determining disproportionate representation by calculating the disparity among racial/ethnic populations identified as having Mental Retardation. In October 2004, Tennessee was chosen as one of nine (9) states to participate in level one activities of technical assistance provided through the National Center for Culturally Responsive Education Systems (NCCRESt), which is funded by the Office of Special Education Programs, U.S. Department of Education. The second year of technical assistance began in September 2005. Collaborative meetings with the NCCRESt State Partners occur quarterly. Tennessee formed a Disproportionality Core Work Group (DCWG) in the 2004-2005 school year to review and discuss issues and ideas, establish goals and provide a basis for disproportionality reform. Based on statewide data review, the DCWG targeted four areas of focus: over-identification of black (not Hispanic) populations with Mental Retardation; under-identification of English Language Learners as students with disabilities; and under-representation of black (not Hispanic) and Hispanic students as Intellectually Gifted. The focus and efforts from this workgroup are ongoing, with plans for the formation of a statewide stakeholders' committee on disproportionality.

Tennessee's definition of "disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification" will be based on analysis of Table 1 of the Annual Report of Children Served from the 2005 Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act (Child Count). In May 2004, data for the 2003-2004 school year was reviewed and analyzed by the DCWG to determine patterns of statewide disproportionate representation of racial and ethnic student populations in the disability categories of Mental Retardation, Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairments, and Autism. Statewide comparison of disproportionate identification was made through use of the risk ratios for students with disabilities by race/ethnicity for each of the high incidence disability categories. Based on a Summary for Disproportionality provided through Westat's analysis for Disproportionality, a range of 0.80 – 1.20 was set as an acceptable amount of variation from the expected relative risk ratio of 1.0 for the initial analysis of disproportionate representation by disability. This data was examined for students with disabilities who are Black (not Hispanic), White (not Hispanic), and Hispanic which comprise 99.5% of Tennessee's student population. Statewide, a significant variance from the expected relative risk ratio of 1.0 was found in the category of Mental Retardation, with both overrepresentation of Black (not Hispanic), and underrepresentation of White (not Hispanic) and Hispanic students. Therefore, data was gathered at the LEA level to determine systems with disproportionate identification of students with Mental Retardation. Data from Tennessee school systems was reviewed in conjunction with identification trends (increasing, decreasing, or stable) and information gathered through the monitoring process. Review of policies, practices, and procedures used in the identification of students with disabilities was made in school systems as part of the monitoring cycle.

The 2004-2005 school year data gathered for identification of children ages 6-21 served under IDEIA by race/ethnicity, and reported in the FFY 2005 APR, will be reviewed by the DCWG for purpose of defining significant disproportionate representation of students in all high incidence disability categories. The criteria used to determine overrepresentation and/or underrepresentation of students with disabilities by category will be the basis for Tennessee's initial statewide analysis. After review of the 2004-2005 data reported in the FFY 2005 APR, the DCWG will analyze and define significant disproportionality for each of the high incidence disability categories by application of additional indicators, including system demographics, trend data from the past three years (i.e., has the disproportionality ratio escalated or diminished), and interventions that are currently in place addressing disproportionality issues established through the school system's strategic plan. A discussion of baseline data, definitions, measurable and rigorous targets and activities will be included in the FFY 2005 APR due February 1, 2007.

Baseline Data for FFY 2004 (2004-2005):

Statewide Baseline Data –

Percent of Students Identified with Mental Retardation by Ethnicity

White (not Hispanic)	Black (not Hispanic)	Hispanic
42.45%	55.81%	1.24%

Source: 2004-05 Federal Data Table 1

Discussion of Statewide Baseline Data:

Baseline data (from net enrollment) for the total number of students in Tennessee in grades K-12 is 976,584. Tennessee's students identified with Mental Retardation comprise 11,471 or .012% of the total student population. Although statewide data for students identified with Mental Retardation falls within expected normative frequency limits, analysis of identification rates for the target populations (as stated in Tennessee's disproportionality definition) reveals a disproportionate representation in the area of Mental Retardation.

Baseline data used to determine Tennessee's definition of disproportionate representation was calculated from the December 1, 2004 census information submitted by Tennessee's 136 school districts. Formulas provided by OSEP were then applied to determine a weighted risk ratio for each of the ethnic groups as reported to OSEP (American Indian/Alaska Native, Asian/Pacific Islander, Black [not Hispanic], Hispanic, and White [not Hispanic]). Demographic data specific to each district was factored into the formulas. Based on review of data collected for all disability categories, the DCWG determined the disability category of Mental Retardation as focus for Tennessee's definition of disproportionate representation. White (not Hispanic), black (not Hispanic), and Hispanic students comprise 99.5% of Tennessee's total net enrollment and, therefore, established the rationale for defining significant disproportionate representation.

Relative Risk Ratio Data – Districts Identified with Significant Disproportionate Representation of Students with Mental Retardation

School System	Black	Hispanic	White
Hardeman County	5.19	1.37	0.20
Haywood County	4.64	0.33	0.27
Memphis City	4.38	0.26	0.28
Tipton County	5.15	0.51	0.22

Definition of Disproportionate Representation, Discussion of Baseline Data, and Review of Policies, Practices and Procedures:

Definition of Disproportionate Representation:

1. Weighted relative risk ratio of 2.0 or higher for students who are Black (not Hispanic) coexisting with a weighted relative risk ratio of 0.5 or less for students who are White (not Hispanic) and/or students who are Hispanic
2. Examination of five (5) other factors (indicators of disproportionality):
 - districts with "total disparity" of 8 or more – calculated by adding the difference between the weighted relative risk ratio for students who are Black and those who are White to the difference between the weighted relative risk ratio for students who are Black and those who are Hispanic

- districts with a total enrollment of 200 or more Black students in the district
 - districts with 20 or more students who are Black identified as having Mental Retardation
 - districts with 3% or more of their students who are Black identified as having Mental Retardation
 - districts with a three-year trend (based on weighted relative risk ratio) of increasing overrepresentation of students who are Black as having Mental Retardation
3. Districts with all 5 of these factors were considered to have significant disproportionality

Discussion of Baseline Data:

The 2004-2005 statewide data for all racial and ethnic groups in the high incidence disability categories was reviewed and analyzed by the DCWG to provide a basis for Tennessee's definition of "significant disproportionate representation". Based on statewide data supporting overrepresentation of black and underrepresentation of white and Hispanic students with Mental Retardation, an initial data analysis was made to determine school districts with potential disproportionate representation by applying a weighted relative risk ratio of 2.0 or higher for students who are black (not Hispanic) with a coexisting weighted relative risk ratio of 0.5 or less for students who are white (not Hispanic) and/or students who are Hispanic. The application of this criterion identified fifty-four (54) or forty percent (40%) of Tennessee's school districts with potential disproportionate representation of students identified with Mental Retardation. After a precursory review of system data by the DCWG and receipt of further guidance from OSEP, five additional indicators of disproportionality were examined to determine districts with significant disproportionality. Additional indicators of significant disproportionality included the system demographics with respect to the target populations, trend data in the identification of Mental Retardation for target populations from the past three years (i.e., has the disproportionality ratio escalated or diminished), and interventions that are currently in place addressing disproportionality issues established through the school system's strategic plan. As a result of the second review with additional criteria listed above, it was concluded that fifty (50) of the fifty-four (54) school systems initially screened with the weighted relative risk ratio criteria did not have a disproportionality problem at a level of significance to require the utilization of 15% of the school district's federal funds for Early Intervening Services.

Review of Policies, Practices and Procedures

Potential Disproportionate Representation:

School systems identified with potential disproportionate representation were required to provide documentation for system-wide review of students identified with Mental Retardation by race and ethnicity and steps taken to ensure the equitable use of evaluations and eligibility determinations. Based on these criteria, each of the 50 districts identified with potential disproportionate representation were required to take the following actions and submit to the TN DOE for review by the DCWG.

1. Review policies, procedures, and practices for identification of students with disabilities to ensure equitable application of eligibility criteria (child find, testing, eligibility determination, etc.), and revise as appropriate.
2. Develop strategies/procedures that address the identified areas of disproportionality.

Significant Disproportionate Representation:

In addition to the required documentation for systems with potential disproportionate representation, the four school systems identified with "significant disproportionate representation" are required to provide comprehensive early intervening strategies for children who are not identified with disabilities, and revise the system's 2005-2006 Comprehensive Plan for Providing Special Education Services to reflect the utilization of 15% of the 2005-2006 federal funds toward Early Intervening Services. Additionally, the system's plan for addressing areas of disproportionality is to be included in the 2005-2006 Comprehensive Plan. Districts identified with significant disproportionality are required to develop an annual report to be submitted to the Division of Special Education on (a.) the number of students served under Early Intervening services during the 2005-2006 school year; and (b.) the

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number of students served under Early Intervening services who subsequently received special education and related services during the preceding two (2) year period.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2005-2006 school year will be 0%. B. Since this is a new indicator, measurable and rigorous targets will be included in the 2005 APR due February 1, 2007.
2006 (2006-2007)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2006-2007 school year will be 0%.
2007 (2007-2008)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2007-2008 school year will be 0%.
2008 (2008-2009)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2008-2009 school year will be 0%.
2009 (2009-2010)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2009-2010 school year will be 0%.
2010 (2010-2011)	A. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2009-2010 school year will be 0%.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
The Disproportionality Core Work Group will: <ul style="list-style-type: none"> review disproportionality data for all six required disability categories review/revise state definition of disproportionate representation in light of the other categories review other disproportionality issues and ideas establish goals pertaining to disproportionality issues, and provide a basis for reform. 	December 2005 – Ongoing	-DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors
A statewide stakeholders' committee on disproportionality will be formed for input	Fall 2006 – Ongoing	-DOE Special Education support staff;

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and continued guidance on goals established by the Core Work Group.		<ul style="list-style-type: none"> -Statewide special education teachers -DOE ESL Staff – Teaching & Learning; -Statewide ESL teachers -LEA Special Education Supervisors -Statewide assessment personnel -Parents of students from racial/ethnic diverse backgrounds -Advocacy groups -Community leaders from racial/ethnic diverse backgrounds
Expand current guidelines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: child find/screening guidelines unbiased and culturally-fair assessment practices guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability	December 2005 – Spring 2006	<ul style="list-style-type: none"> -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors -ESL Teachers
Provide statewide training and continuation of technical assistance to LEAs of best practices in the child find, referral, and assessment of CLD/ELL students to special education	Spring 2006 – Ongoing	<ul style="list-style-type: none"> -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors -ESL Teachers
Develop, provide training, and disseminate best practices guidelines, including specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of black, white, and Hispanic students with Mental Retardation	December 2005 – Ongoing	<ul style="list-style-type: none"> -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning;
Continue grant partnership quarterly meetings with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	December 2005 – December 2006 Note: Grant continued for 2nd year (1st year – 12/04 – 09/05)	<ul style="list-style-type: none"> -NCCRESt State Liaison -DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning
Make available the NCCRESt Rubric for self-assessment (Rubric for Looking at District Practices) to all school districts.	Winter 2005 – Ongoing	<ul style="list-style-type: none"> -DOE Special Education support staff;

Based on self-assessment results from the NCCRESt Rubric, provide technical assistance to districts that have been identified with potential and significant disproportionate representation		
<p>Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.</p> <p>Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities</p>	July 2005 – Ongoing	<p>-SDOE – Division of Special Education; Division of Teaching & Learning -LEAs -IRIS Center, Vanderbilt University -Drs. Doug and Lynn Fuchs -State Improvement Grant University Contract Partners</p>

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for 2005-06: :

The Revised SPP 10 below replaces SPP 10 submitted for FFY 2004. All changes, rewording, clarifications, additions/deletions are included, as well as data/information from SPP for FFY 2004. In addition to changes made in the definition of Disproportionate Representation and the process for data collection and analysis, the main body of SPP 10 has been rewritten to provide continuity of thought and clarity in Tennessee's State Performance Plan: Indicator 10.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Tennessee's Disproportionality Core Work Group (DCWG), comprised of twelve DOE Special Education and ESL personnel, met four times during the 2004-2005 school year to review and discuss issues and ideas, establish goals pertaining to disproportionality, establish Tennessee's definition for significant disproportionality, and provide a basis for reform. Since December 2004, Tennessee has participated in quarterly meetings with the National Center for Culturally Responsive Educational Systems (NCCRESt) as one of the nine state partners who were recipients of the NCCRESt Technical Assistance Grant in 2004. This grant provided a minimum of two years of technical assistance and peer support to reduce disproportionality in special education classrooms across the state. Additionally, broad input from parents, advocates, and special education stakeholders from across the state was obtained through a stakeholder survey.

The Disproportionality Core Work Group, responding to Indicator 10, had discussions and met on numerous occasions throughout the 2005-2006 school year. Discussions of group members included meetings, email and phone contacts. Broad input from stakeholders was also obtained. This included Special Education Supervisors, Advocacy Groups, personnel from the National Center for Culturally Responsive Educational Systems (NCCRESt), State Department of Education Personnel (Special Education, Federal Programs, and English as a Second Language), and the State Advisory Council.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality**INDICATOR 10-REVISION: DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY**

CATEGORIES: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = $\left[\frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right] \times 100$.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Tennessee's December 1999 Special Education Census reported an increasing trend of disproportionate representation of students from racial and ethnic student populations as students with disabilities. Monitoring resulted in findings of inappropriate identification of students in the disability categories of Mental Retardation, Specific Learning Disabilities, Speech and Language Impairments, and Tennessee's State disability categories of Intellectually Gifted and Functional Delay. Inappropriate criteria and assessment procedures for identification of these disabilities was the primary focus of this monitoring. Based on data revealing disproportionate identification or inappropriate assessment methods for students with disabilities, Tennessee assembled task force groups for each of the federal and state disability categories with purpose to review and revise all disability category identification criteria and procedures.

The task force group that revised standards for the identification of students with Mental Retardation addressed factors specific to the inappropriate assessment/identification of black (not Hispanic) students and English Language Learners (ELL). A review of existing literature and research provided the basis for Tennessee's initial approach to decrease the disparities in the identification of Mental Retardation. The revised criteria for Mental Retardation (effective July 1, 2002) were strengthened by the incorporation of language requiring the assessment of specific risk factors that may result in the overrepresentation of minority populations. These risk factors included: limited English proficiency; cultural background and differences; medical conditions that impact school performance; socioeconomic status; communication disabilities; and sensory or motor disabilities. An assessment resource packet was developed in the fall of 2003 and placed on Tennessee's special education web page (<http://www.state.tn.us/education/speced/seassessment/>) to assist assessment specialists with changes made in the revised criteria for Mental Retardation.

Since the revision of the criteria for identification of students with Mental Retardation, technical assistance has been provided to school districts as a part of each district's compliance and monitoring cycle. School districts have been provided with technical assistance in the process of self-assessment for determining disproportionate representation by calculating the disparity among racial/ethnic populations identified as having Mental Retardation. In October 2004, Tennessee was chosen as one of nine (9) states to participate in level one activities of technical assistance provided through the National Center for Culturally Responsive Educational Systems (NCCRESt), a contract through the Office of Special Education Programs, U.S. Department of Education. The second year of technical assistance began in September 2005. Collaborative meetings with the NCCRESt State Partners occurred quarterly.

In October 2004 Tennessee's Department of Education formed a Disproportionality Core Work Group (DCWG) with purpose to examine and analyze identification data at both the State and LEA levels. The DCWG has met on an ongoing basis with two primary goals: 1) develop Tennessee's definition, and 2)

make provisions for technical assistance with LEAs. With the formation of the DCWG and the establishment of the Department of Education's data collection infrastructure in 2003-2004, the responsibility for data analysis has shifted from monitoring and compliance, which occurred episodically, to a data-driven process which reviews statewide school districts on an annual basis.

FFY 2003: Data Overview

In May 2004 data for the 2003-2004 school year was reviewed and analyzed by the DCWG to determine patterns of statewide disproportionate representation of racial and ethnic student populations in the disability categories of Mental Retardation, Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairments, and Autism. Statewide data was reviewed in conjunction with identification trends (increasing, decreasing, or stable) and data was gathered through the monitoring process. Review of policies, practices, and procedures used in the identification of students with disabilities was made in school systems as part of the monitoring cycle. The 2003-2004 school year data was reviewed for disproportionate identification of students who are Black (not Hispanic), White (not Hispanic), and Hispanic. These three student subgroup populations represent 99.5% of Tennessee's total student population. Analysis of statewide data indicated a significant underrepresentation of Hispanic students in all disability categories. Statewide, there was a slight overrepresentation of Black (not Hispanic) students identified with disabilities [Weighted Risk Ratio (WRR) = 1.13].

FFY 2004: Data Overview

In the 2004-2005 school year, data was gathered for identification of children ages 6-21 served under IDEA by race/ethnicity and reported in the FFY 2004 APR. This data was reviewed by the Department as an initial indicator for determination of significant disproportionate representation of students with disabilities at the local level. The process used for the 2004-2005 review was based on data in the disability area of Mental Retardation, since Mental Retardation was the only disability with a Statewide WRR of more than 1.0. An additional indicator used in the 2004-2005 data review for disproportionality was the underrepresentation of Hispanic students and/or white (not Hispanic) students in the disability of Mental Retardation. These two coexisting indicators identified LEAs with potential disproportionate representation of students identified with Mental Retardation.

FFY 2005: Data Overview (Revised)

In FFY 2005, Tennessee's data analysis and definition/process for the determining the "percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification" was revised due to the following factors:

1. Weighted Risk Ratio (WRR), applied as basis for review and analysis of data in FFY 2003 and FFY 2004, provides a wide and general sweep for comparison of school districts across the State.
2. Relative Risk Ratio (RRR), applied as basis for review and analysis in FFY 2005, is a more appropriate measure. RRR permits in-depth focus for each school district and utilizes the district's demographic data to determine disproportionate representation.
3. Data examined for FFY 2004 focused on Tennessee's statewide disproportionate disability area of Mental Retardation. Use of the WRR was appropriate for comparing district data on a statewide basis. The analysis of data reviewed in FFY 2005 was expanded to include the six high incidence disability categories: Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments. RRR was determined to be the more appropriate and accurate method to analyze data for each of the six high incidence disability categories in each of the racial/ethnic groups.
4. The FFY 2004 definition for disproportionate representation included two indicators: over-identification of black (not Hispanic) students with Mental Retardation coexisting with under-identification of Hispanic and white (not Hispanic) students with Mental Retardation. With the expansion and analysis of the six high incidence disability categories in FFY 2005, the RRR provided a system of "checks and balances" for all racial/ethnic groups, thus eliminating the need for a dual definition.

FFY 2004: Baseline Data

Percent of Students Identified with Mental Retardation by Ethnicity

White (not Hispanic)	Black (not Hispanic)	Hispanic
42.45%	55.81%	1.24%

Districts Identified with Significant Disproportionate Representation of students by Ethnicity with Mental Retardation (FFY 2004 WWR dual criteria)

School System	Black	Hispanic	White
Hardeman County	5.19	1.37	0.20
Haywood County	4.64	0.33	0.27
Memphis City	4.38	0.26	0.28
Tipton County	5.15	0.51	0.22

FFY 2004: Definition and Discussion

Baseline data (from net enrollment) for the total number of students in Tennessee in grades K-12 in FFY 2004 was 976,584. Tennessee's students identified with Mental Retardation comprised 11,471 or .012% of the total student population. Statewide data for students identified with Mental Retardation was within expected normative frequency limits although analysis of identification rates for the target populations revealed a disproportionate representation of students identified in the area of Mental Retardation.

Baseline data used to determine Tennessee's definition of disproportionate representation was calculated from the December 1, 2004 census information submitted by Tennessee's 136 school districts. Formulas provided by OSEP were then applied to determine a weighted risk ratio for each of the ethnic groups as reported to OSEP (American Indian/Alaska Native, Asian/Pacific Islander, Black [not Hispanic], Hispanic, and White [not Hispanic]). Demographic data specific to each district was factored into the formulas. Based on review of data collected for all disability categories, the State's workgroup determined the disability category of Mental Retardation as focus for Tennessee's definition of disproportionate representation. White (not Hispanic), black (not Hispanic), and Hispanic students comprise 99.5% of Tennessee's total net enrollment therefore establishing rationale for the definition of significant disproportionate representation.

Based on the FFY 2004 Definition of Disproportionate Representation .0294% (4/136) of Tennessee's school districts was identified in FFY 2004 with disproportionate overrepresentation of black (not Hispanic) students and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation.

FFY 2004: Definition of Disproportionate Representation

1. Weighted risk ratio of 2.0 or higher for students who are Black (not Hispanic) coexisting with a weighted relative risk ratio of 0.5 or less for students who are White (not Hispanic) and/or students who are Hispanic
2. Examination of five (5) other factors (indicators of disproportionality):
 - districts with "total disparity" of 8 or more – calculated by adding the difference between the weighted relative risk ratio for students who are Black and those who are White to the difference between the weighted risk ratio for students who are Black and those who are Hispanic
 - districts with a total enrollment of 200 or more Black students in the district
 - districts with 20 or more students who are Black identified as having Mental Retardation
 - districts with 3% or more of their students who are Black identified as having Mental Retardation
 - districts with a three-year trend (based on weighted risk ratio) of increasing overrepresentation of students who are Black as having Mental Retardation
3. Districts with all 5 of these factors were considered to have significant disproportionality

FFY 2004: Review, Analysis and Process – Disproportionate Representation

The FFY 2004 statewide data for all racial and ethnic groups in the high incidence disability categories was reviewed and analyzed by the State to provide a basis for Tennessee's definition of "significant disproportionate representation". Based on statewide data supporting overrepresentation of black and underrepresentation of white and Hispanic students with Mental Retardation, an initial data analysis was made to determine school districts with potential disproportionate representation by applying a weighted risk ratio of 2.0 or higher for students who are black (not Hispanic) with a coexisting weighted risk ratio of 0.5 or less for students who are white (not Hispanic) and/or students who are Hispanic. The application of this criterion identified fifty-four (54) or forty percent (40%) of Tennessee's school districts with potential disproportionate representation of students identified with Mental Retardation. After a precursory review of system data by the State and receipt of further guidance from OSEP, five additional indicators of disproportionality were examined to determine districts with significant disproportionality. Additional indicators of significant disproportionality included the system demographics with respect to the target populations, trend data in the identification of Mental Retardation for target populations from the past three years (i.e., has the disproportionality ratio escalated or diminished), and interventions that are currently in place addressing disproportionality issues established through the school system's strategic plan. As a result of the second review with additional criteria listed above, it was concluded that fifty (50) of the fifty-four (54) school systems initially screened with the weighted risk ratio criteria did not have a disproportionality problem resultant from inappropriate identification.

FFY 2004: Review of Policies, Practices and ProceduresPotential Disproportionate Representation

The fifty-four (54) school districts identified with potential disproportionate representation were required to: 1) provide documentation for system-wide review of students with Mental Retardation by race and ethnicity, and 2) provide assurances of the equitable use of evaluations and eligibility determinations. Based on these criteria, each of the 50 districts identified with potential disproportionate representation were required to take the following actions and submit to the Tennessee Department of Education for review.

1. Review policies, procedures, and practices for identification of students with disabilities to ensure equitable application of eligibility criteria (child find, testing, eligibility determination, etc.) and revise as appropriate.
2. Develop strategies/procedures that address the identified areas of disproportionality.

Significant Disproportionate Representation

In addition to the required documentation for the fifty-four (54) school districts with potential disproportionate representation, four school districts were identified with "significant disproportionate representation" and required to: 1) provide comprehensive early intervening services for children who are not identified with disabilities and, 2) revise the system's 2005-2006 Comprehensive Plan for Providing Special Education Services to reflect the utilization of 15% of the 2005-2006 federal funds toward Early Intervening Services. The school district's plan for addressing areas of disproportionality was to be included in the 2005-2006 Comprehensive Plan.

FFY 2005: Baseline Data**Table 10A – AUTISM**

$$(1) \div (136) = .0073 \times 100 = .73\%$$

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	0	**	144	6	53	0.00	1.13	0.41	0.71	3.24	97	1611	106406	5073	12113

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Table 10B – EMOTIONAL DISTURBANCE

$$(2) \div (136) = .0147 \times 100 = 1.47\%$$

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	A/I/ AN	A/ PI	B	H	W	A/I/ AN	A/ PI	B	H	W	A/I/ AN	A/ PI	B	H	W
1	0	0	0	0	68	0.00	0.00	0.00	0.00	4.59	20	16	96	62	3830
2	0	0	0	0	36	0.00	0.00	0.00	0.00	4.83	**	9	48	49	1929

Table 10C – MENTAL RETARDATION

$$(12) \div (136) = .0882 \times 100 = 8.82\%$$

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	A/I/ AN	A/ PI	B	H	W	A/I/ AN	A/ PI	B	H	W	A/I/ AN	A/ PI	B	H	W
1	0	**	50	0	25	0.00	1.81	4.00	0.00	0.26	**	28	1240	67	2484
2	0	0	72	0	9	0.00	0.00	4.70	0.00	0.24	**	10	2402	76	1322
3	0	0	27	0	**	0.00	0.00	5.48	0.00	0.19	0	28	2482	56	2070
4	0	0	22	0	**	0.00	0.00	3.83	0.00	0.28	6	28	2482	56	2070
5	0	0	87	0	10	0.00	0.00	4.78	0.00	0.26	**	**	2363	155	1137
6	0	0	70	0	19	0.00	0.00	4.89	0.00	0.22	36	9	2048	62	2613
7	0	0	182	**	44	0.00	0.00	3.40	0.17	0.33	10	111	7938	378	6173
8	0	**	109	**	81	0.00	0.41	3.25	0.68	0.37	168	1730	13048	1397	30904
9	**	7	3870	$\frac{2}{1}$	109	.64	0.13	4.94	0.12	0.26	97	1611	106406	5073	12113
10	0	**	92	**	60	0.00	2.77	4.08	1.17	0.24	25	55	3071	129	8502
11	0	0	24	**	75	0.00	0.00	4.08	0.97	0.34	61	125	962	276	12120
12		0	25	**	24	0.00	0.00	4.44	0.28	0.33	11	25	573	209	2300

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Table 10D – OTHER HEALTH IMPAIRMENT

$$(4) \div (136) = .0294 \times 100 = 2.94\%$$

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	A//AN	A//PI	B	H	W	A//AN	A//PI	B	H	W	A//AN	A//PI	B	H	W
1	0	0	**	0	125	0.00	0.00	0.48	0.00	3.01	9	17	118	24	6976
2	0	0	**	**	225	0.00	0.00	0.27	0.60	3.00	13	74	168	154	10240
3	0	0	0	0	45	0.00	0.00	0.00	0.00	3.16	0	0	**	6	1748
4	0	0	0	0	62	0.00	0.00	0.00	0.00	4.02	9	**	14	13	1892

Table 10E – SPECIFIC LEARNING DISABILITIES

$$(4) \div (136) = .0294 \times 100 = 2.94\%$$

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	A//AN	A//PI	B	H	W	A//AN	A//PI	B	H	W	A//AN	A//PI	B	H	W
1	++	0	0	0	118	0.00	0.00	0.00	0.00	5.20	9	**	16	56	1883
2	0	0	41	**	144	0.00	0.00	3.04	1.52	0.35	**	6	239	20	2558
3	0	0	0	0	353	0.00	0.00	0.00	0.00	3.09	**	**	**	9	2339
4	0	**	62	19	96	0.00	0.18	3.08	1.02	0.47	7	107	534	379	2583

Table 10F – SPEECH/LANGUAGE IMPAIRMENTS

$$(6) \div (136) = .0441 \times 100 = 4.41\%$$

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	0	**	0	0	59	0.00	2.36	0.00	0.00	3.65	16	19	98	22	2508
2	**	0	0	0	102	0.00	0.00	0.00	0.00	4.50	9	**	16	56	1883
3	0	0	0	**	213	0.00	0.00	0.00	0.45	4.18	11	13	32	66	6211
4	**	**	**	0	77	0.00	0.00	0.27	0.00	3.00	**	8	320	51	3281
5	0	0	**	0	78	0.00	0.00	0.51	0.00	3.23	**	7	204	114	3957
6	0	0	0	**	297	0.00	0.00	0.00	0.82	13.9 3	12	55	76	73	12894

FFY 2005: Revised Definition and Discussion (see [FFY 2005: Data Overview \[Revised\]](#) for explanation of change)

The December 1, 2005 Unduplicated Census Data in each of the following high-incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments (<http://state.tn.us/education/speced/sedata.shtml>) was reviewed based on Tennessee's revised definition for the "percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification".

FFY 2005: Revised Definition, Review, and Analysis – Disproportionate Representation

Definition, Review and Analysis: Phase One

In Phase One of the State's disproportionality review/analysis, the weighted risk ratio (WRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. The initial review determined the existence of any apparent statewide concerns and provided a comparison of all school districts on a statewide level. During Phase I, the following criteria were applied:

- Racial/ethnic group Child Count of ≥ 20 in a disability category and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Weighted Risk Ratio (WRR) of ≥ 3.0 in any disability category

Definition, Review and Analysis: Phase Two

In Phase Two of the State's disproportionality review/analysis, the relative risk ratio (RRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. Analysis of Phase Two data resulted in the identification of school districts with potential disproportionality issues. Selection for further review was based on the following criteria:

- Racial/ethnic group Child Count of ≥ 6 , and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Relative Risk Ratio (RRR) of ≥ 3.0 in any disability category

Process, Review of Policies, Practices/Procedures: Phase Three

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Each year following the analysis of data from the December 1 Unduplicated Census from the preceding FFY, all school districts are notified of level classification by the Division of Special Education. Following the analysis of data, each district in the state is classified at one of the following levels:

<u>Level</u>	<u>Description</u>	<u>Action Required</u>
<u>1</u>	<u>No identified disproportionality</u>	<ul style="list-style-type: none"> • <u>None</u>
<u>2</u>	<u>Potential disproportionality</u>	<ul style="list-style-type: none"> • <u>Review policies and procedures</u> • <u>Local analysis of identification procedures</u> • <u>Technical assistance as needed</u>
<u>3</u>	<u>Significant disproportionality</u>	<ul style="list-style-type: none"> • <u>Appropriate 15% of federal funds for Early Intervening Services</u>

- Districts classified at **Level 1** are encouraged to review their data to ensure that appropriate policies and procedures are in place to prevent disproportionate representation due to inappropriate identification.

- Districts are classified at **Level 2** in two phases of analysis.

Level 2 – Phase 1: Districts are: required to review policies and procedures in the disability category identified by the State's data review/analysis to ensure disproportionate representation is not due to inappropriate identification

Level 2 – Phase 2: The district is required to review policies and procedures for the identification of the disability category identified in the State's data review/analysis by applying a Relative Risk Ratio (RRR) of ≥ 3 . After the district completes review of policies and procedures and can document and justify that disability disproportionate representation in the target disability *is not due* to inappropriate identification, the district is classified at **Level 1** for the FFY under review. If, after local review of the policies and procedures, the district fails to document and justify disproportionate representation in the target disability *is not due* to inappropriate identification procedures, the State will conduct a focus on-site review of the district's policies and procedures. If the policies and procedures and on-site reviews indicate inappropriate identification of the disability, the district is classified at **Level 2** for the FFY under review.

Districts classified at **Level 2** after Phase 2 of review:

- a.) are required to conduct a local analysis of identification procedures, and
- b.) provided with ongoing technical assistance in areas of specific need.

- If districts remain at **Level 2 (Potential Disproportionality)** for three consecutive years after the initial **Level 2** classification, they are reclassified at **Level 3 (Significant Disproportionality)**. If, at the end of the three-year **Level 2** classification, a school district does not meet the state's target of decreasing disproportionate representation of the identified subgroup to **Level 1** or **Level 2**, the district will be required to reserve 15% of its federal special education allocation for early intervening services. The 15% reserve will be required each year until the district meets the State target.

Discussion of Statewide Baseline Data:

Summary Data for Phase 1 Review of disproportionate representation of students in the six high incidence disability categories (Tables 10A – 10F) are as follows:

Summary Data from:

<u>Disability</u>	<u># School Districts Identified at Level 2 (Phase 1 Review)</u>	<u>% School Districts Identified at Level 2 (Phase 1 Review)</u>
<u>Table 10A: Autism</u>	<u>1</u>	<u>0.73%</u>
<u>Table 10B: Emotional Disturbance</u>	<u>2</u>	<u>1.47%</u>
<u>Table 10C: Mental Retardation</u>	<u>12</u>	<u>8.82%</u>
<u>Table 10D: Other Health Impairment</u>	<u>4</u>	<u>2.94%</u>
<u>Table 10E: Specific Learning Disabilities</u>	<u>4</u>	<u>2.94%</u>
<u>Table 10F: Speech/Language Impairments</u>	<u>6</u>	<u>4.41%</u>

Tables 10A – 1 of Tennessee’s 136 school districts (.73%) met Phase 1 of Level 2 classification in the disability category of Autism (Potential Disproportionate Representation).

Tables 10B – 2 of Tennessee’s 136 school districts (1.47%) met Phase 1 of Level 2 classification in the disability category of Emotional Disturbance.

Tables 10C – 12 of Tennessee’s 136 school districts (8.82%) met Phase 1 of Level 2 classification in the disability category of Mental Retardation.

Tables 10D – 4 of Tennessee’s 136 school districts (2.94%) met Phase 1 of Level 2 classification in the disability category of Other Health Impairment.

Tables 10E – 4 of Tennessee’s 136 school districts (2.94%) met Phase 1 of Level 2 classification in the disability category of Specific Learning Disabilities.

Tables 10F – 6 of Tennessee’s 136 school districts (4.41%) met Phase 1 of Level 2 classification in the disability category of Speech/Language Impairments.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2005-2006 school year will be 0%.
2006 (2006-2007)	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2006-2007 school year will be 0%.
2007 (2007-2008)	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2007-2008 school year will be 0%.

2008 (2008-2009)	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2008-2009 school year will be 0%.
2009 (2009-2010)	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2009-2010 school year will be 0%.
2010 (2010-2011)	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2010-2011 school year will be 0%.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Develop definition of Disproportionate Representation and Identification Process to determine the number of districts with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.	FFY 2005	SDE Disproportionality Core Work Group
Review Unduplicated Census Data for school districts meeting this definition.	FFY 2005 – FFY 2010	SDE Division of Special Education
Expand current guidelines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: <ul style="list-style-type: none"> child find/screening guidelines, unbiased and culturally-fair assessment practices, and guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 	FFY 2005 – FFY 2009	SDE Personnel SDE and LEA ESL Personnel
Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	FFY 2005	SDE Personnel NCCRESt State Liaison
Advocate and collaborate with NIUSI in the addition of Memphis to NIUSI’s national city partners.	FFY 2005 – FFY 2009	Memphis City Schools Disproportionality Work Committee SDE Personnel

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		NIUSI Personnel
<p>Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.</p> <p>Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.</p>	FFY 2005 – FFY 2010	<p>IRIS Center, (Initiated through a SIG Contract)</p> <p>Vanderbilt University, Drs. Doug and Lynn Fuchs</p> <p>State Improvement Grant University Contract Partners</p>
<p>Establish statewide stakeholders' committee on disproportionality to provide input and continued guidance on goals established by the DOE Disproportionality Core Work Group.</p>	FFY 2005 – FFY 2010	<p>SDE Personnel</p> <p>LEA Special Education Personnel</p> <p>SDE and LEA ESL Personnel</p> <p>Parents – students from racial/ethnic diverse backgrounds</p> <p>Advocacy Groups</p> <p>Community Leaders from racial/ethnic diverse backgrounds</p>
<p>Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethnic groups of students who have been inappropriately disproportionately identified with disabilities.</p> <p>Provide technical assistance to districts that have been identified with potential and significant disproportionate representation.</p> <p>Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).</p>	FFY 2005 – FFY 2010	<p>SDE Personnel</p> <p>NCCRESt Web Site (http://www.nccrest.org/)</p> <p>NIUSI Web Site (http://www.urbanschools.org/)</p>

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Input for completion of this portion of the performance plan included stakeholder input through a survey and email requests, and weekly meetings of task group members.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c divided by a times 100.

Overview of Issue/Description of System or Process:

In order to gather data and determine a percentage of children with parental consent to evaluate, who were evaluated and eligibility determined within a State established timeline (currently 40 school days) the following procedures will be conducted: random student file review, random interview of assessment personnel and review of timeline logs. A random sampling of LEAs across the State representative of all types of LEAs will be included in this review as part of the local monitoring process. All geographic regions and types/sizes of LEAs representative of the State are included. State staff will validate a portion of the records sample, and summarize staff interviews and log contents to determine which LEAs are found noncompliant. All findings in these LEAs will be corrected within one year of identification.

Baseline Data for FFY 2004 (2004-2005):

For the 2004-05 SY, there were no complaints, due process hearings or mediations concerning Child Find. However, since this is a new indicator, additional baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

Discussion of Baseline Data:

Since this is a new indicator, discussion of baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets, with a 100% compliance rate, will be provided in the FFY 2005 APR due February 1, 2007.
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Since this is a new indicator, discussion of activities needed to meet the targets will be provided in the FFY 2005 APR, due February 1, 2007.

UPDATED OVERVIEW, BASELINE DATA TARGETS & ACTIVITIES FOR 2005-06:**Overview of Issue/Description of System or Process:**

In order to gather data and determine a percentage of children with parental consent to evaluate, who were evaluated and eligibility determined within a State established timeline (currently 40 school days) the following procedures were conducted: random student file review, random interview of assessment personnel and review of timeline logs. A random sampling of LEAs across the State representative of all types of LEAs were included in this review as part of the local monitoring process.

The groupings of systems for monitoring each year include some of all demographics features identified across the State as follows:

There are 7 "local types" of systems which include large metropolitan, large town, rural, small town, urban large and mid-size cities and mid-size central cities. Each type is represented each monitoring year with an approximate range of 2 large metropolitan, to 1 large town, to 13 rural, to 8 small town, to 2 urban large city, to 3 urban mid-size, to 4 mid-size central cities per year. The three geographic regions of the State - East, Middle and West are represented annually with approximately 12, 10, and 9 systems respectively. The percentage of students with disabilities in each group of systems ranges from 15% to 17 %. There is a poverty level range of 16% to 20 % each year and the ethnic breakdown of total student population for each group of systems is white 85 %, black 11%, and Hispanic 3%. The ranges for the other three

minority groups in the State (i.e. Asian, native American, and Pacific Islander) are not reported here as the numbers for each are insignificant.

State staff will validate a portion of the records sample, and summarize staff interviews and log contents to determine which LEAs are found noncompliant. All findings of non compliance will be corrected within one year of identification.

Baseline Data for FFY 2005 (2005-2006):

42 systems were monitored during the 2005-06 School year for compliance with this requirement. 868 student assessments were reviewed by TDOE staff with 775 (89%) completed within 40 school days (State established timeline). 93 assessments (11%) were not completed in required timelines.

Discussion of Baseline Data:

A variety of disability categories were selected for review and all special education teachers within these 42 LEAs were involved in this phase of the monitoring process.

The 11% of records reviewed not meeting timelines were found in 28 of the 42 LEAs monitored. These LEAs were required to develop Program Improvement Plans (PIPs) to correct and improve their procedures for meeting initial evaluation timelines. These plans usually involved training of staff on the components of the assessment process with emphasis on completing each component within pre-established timelines. The State Website /Special Education/Compliance section provides the list of LEAs requiring improvement in this area. The plans themselves may be obtained upon request.

Note: No data was collected on the number of students assessed and determined NOT ELIGIBLE in 40 days. All above data is based on timelines for students who were determined ELIGIBLE for Special Education. Data on those assessed and determined NOT ELIGIBLE will be collected during the 2006-2007 school year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2006 (2006-2007)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2007 (2007-2008)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2008 (2008-2009)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2009 (2009-2010)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.

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2010 (2010-2011)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
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Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Training of LEAs on components of the evaluation/eligibility process & timelines for completion	Annually And Ongoing	TDOE Special Education Compliance Staff
Conduct monitoring reviews of current timeline tracking systems on LEAs and determined which LEAs require changes to the system or the full implementation of a system in order to attain compliance in this area.	Annually And Ongoing	TDOE Special Education Compliance Staff

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources
for (Insert FFY): *[If applicable]:*

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Refer to Indicator 6 under Overview of the State Performance Plan Development.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

Through Part C/Section 619 Analyses: Past analyses of early childhood preschool data have focused on transition steps and planning from both early intervention and preschool data sources. These analyses point to the need for continued improvement of transition processes from the perspectives of early intervention programs, LEAs, and families. Collaboration of these three groups is often challenging because there are a variety of scenarios that may hinder transition processes when children turn three; however, Tennessee looks forward to the development of improvement activities, through its stakeholders, that will continue to address these challenges.

Through LEA Monitoring: A random group of LEAs is selected each year for monitoring on a cyclical basis. All geographic regions and types/sizes of LEAs, representative of the State, are included in the sample. These LEAs will review data provided to the State through End of Year (EOY) Reports at July 1, 2005 and calculate a percentage of their three year olds who have an IEP developed by their third birthday. The State's target is 100% and LEAs not reaching this target will develop improvement plans designed to correct or increase their percentage within one year of this identification.

Baseline Data for FFY 2004 (2004-2005):

(See * please note section under the discussion of baseline data related to 2004-2005 baseline data)

Through Part C/Section 619 Analyses:

TABLE 12.1
Child Count 618 Exit Data FFY 2003-2004
Total Number of Children Exiting Part C at age 3 that was eligible for services under Part B.

	03-04	02-03	01-02	00-01	99-00
Total # children exiting Part C at age 3	3,923	2,190	3,119	2,595	2,206
Total number of children exiting Part C at age three who are eligible for Part B	1,450	1,508	2,240	1,896	1,676
Percentage of children who exited Part C at Age three who were determined eligible for Part B.	37%	69%	72%	73%	76%

TABLE 12.2
Part B One-Time Event Focused Monitoring

During a focused monitoring FFY 2002-2003 TN reviewed records for children whose IEP was developed after the third birthday to study reasons for the delay.

Category of Delay	% of total IEPs delayed (developed after the child's third birthday)
LEA	19%
Family	22%
Early Intervention	29%
Could Not Be Determined	30%

Through LEA Monitoring:

TABLE 12.3
SEA CIMP Monitoring FFY 2003-04

FY	# LEAs Completing CIMP Monitoring Process	# Program Improvements (PIPs) Related to EC Transition	Verification Findings from Follow-up Spring 2004
2002-03	34	7	7/7 Completed activities specified in Program Improvement Plans (PIP)
2003-04	31	3	3/3 Completed activities specified in Program Improvement Plans (PIP)

Discussion of Baseline Data:

Through Part C/Section 619 Analyses: Tennessee's past analyses on preschool transition have collected data to answer APR questions. The SPP asks new questions about transition. Past collected baseline data does not provide TN the ability to directly answer the new SPP questions. The FFY 2003-2004 baseline data presented here does, however, provide information related to preschool transition.

In Table 12.1 data shows a significant drop from FFY 2002-03 to 2003-04 (69% to 37%) in percentage of children who exited Part C at age three who were determined eligible for Part B. Trend data reveals, however, a steady percentage, averaging 75%.

In Table 12.2 a one-time event data collection revealed percentage of reasons for delay of IEP after child's third birthday attributed to LEAs, Families, Early Intervention Systems, and Other Sources.

In the following "Please note" section, TN describes a process that may be used to answer SPP questions when our electronic data systems and system functions currently being developed become available.

Through LEA Monitoring:

In Table 12.3 all LEA early childhood transition PIPs were completed.

The Early Childhood Transition area has been monitored in past cycles in the areas of parent training for transition from Part C to B, 90 day transition meetings, and community service information provided to families of non-eligible children (see SPP Indicator #15 for more information). However, data collected through the LEA End Of Year (EOY) reporting process will be used for calculating the requested percentages in the future.

***Please note:**

Through Part C/Section 619 Analyses: Tennessee has considered ways in which data may be analyzed to answer SPP preschool transition questions when the state electronic database development is complete. One such analysis would involve the identification of children from the Tennessee Early Intervention Data System (TEIDS, ages 0 to 3) who turned three and who will continue to be tracked in the TN EasyIEP (ages 3-21) statewide electronic database, ages 3-21.

At the current time (November, 2005), the TEIDS and EasyIEP databases are under construction, but at their completion, TN will be able to account for:

1. # of Children included in A but not B or C.
2. The range of days beyond the third birthday when eligibility was determined.
3. Reasons for delays.

Through LEA Monitoring: A formal Tennessee Sp Ed Division Committee plans to revise questions on the current LEA End of the Year (EOY) report so that it will be available to LEAs at the end of SY 2005-06. Data from the revised 2005-06 report will be used to calculate percentages required by this indicator and results analyzed for improvement needs as compared to the State target (This report will also be incorporated into the TN EasyIEP electronic database).

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
<p>2006 (2006-2007)</p>	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. c. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
<p>2007 (2007-2008)</p>	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
<p>2008 (2008-2009)</p>	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.

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	c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
2009 (2009-2010)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligible) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
2010 (2010-2011)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligible) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Quarterly Regional Partnership meetings in training and TA to improve transition steps and services.	Ongoing	TN DOE Early Intervention (EI) and Preschool Consultants
Continue to update and provide "Paving the Way for Successful Training" Modules for improved transition processes	Ongoing	TN DOE EI and Preschool Consultants
Identify and log transition issues from phone calls, parents, and compliance consultants.	Ongoing	TN DOE EI and Preschool Consultant
Work with Focus group of TN DOE Sp Ed Offices of 1) Data Services, 2) Compliance and Monitoring, and 3) Early Childhood, a local TEIS provider and a LEA representative	Spring 2006	TN DOE Offices of 1) Data Services, 2) Monitoring and Compliance, and 3) Early Childhood; Local EI provider;

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to develop a data system for tracking students with IEPs that interfaces “transition components” in Part C with Preschool (619).		LEA rep
<p>Ensure that the Tennessee EasyIEP statewide electronic data system development includes:</p> <p>---Students served in Part C</p> <p>---Students referred to Part B</p> <p>---Students determined not eligible for Part B</p> <p>---Students determined eligible with development and</p> <p>---Implementation of IEP date.</p> <p>---Field indicating range of days beyond third birthday</p> <p>---Field indicating reasons for delay</p>	FFY 2005-2007	TN DOE Offices of 1) Data Services, 2) Monitoring and Compliance, and 3) Early Childhood; PCG (Consulting Group)
<p>As a result of LEA monitoring:</p> <p>---Provide technical assistance to LEAs based on information identified through self-assessment or a survey</p> <p>---Provide training in LEAs where significant discrepancies or noncompliance issues are found (these discrepancies and the specific training required are documented in Program Improvement Plans (PIPs).</p>	<p>Ongoing</p> <p>Annually</p>	<p>TN DOE Staff/ LEA team</p> <p>TN DOE Staff/ LEA team</p>
Provide TA to individual families as needed.	Ongoing	TN DOE Preschool Consultants

REVISION TO 2005-06 SPP:

Changes to Measurement Criteria per OSEP:

Measurement:

- # of children who have been served in Part C and referred to Part B for eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
2006 (2006-2007)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. c. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
2007 (2007-2008)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.

<p>2008 (2008-2009)</p>	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ol style="list-style-type: none"> All children who have been served in Part C will be referred to Part B for eligibility determination. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
<p>2009 (2009-2010)</p>	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligible) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ol style="list-style-type: none"> All children who have been served in Part C will be referred to Part B for eligibility determination. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
<p>2010 (2010-2011)</p>	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligible) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100.</p> <ol style="list-style-type: none"> All children who have been served in Part C will be referred to Part B for eligibility determination. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.

In response to the "Issues Identified in the State Performance Plan", Indicator 12, received by TDOE in March, 2006, the following information is provided.

In analyzing this indicator as well as the requirements of the March 20, 2006 SPP response letter from OSERS, the TN Department of Education, Division of Special Education, has deemed it necessary to utilize 2005-06 data for its baseline instead of 2004-05 data. This is due to a lack of complete and

consistent data collection to meet measurement criteria for this indicator (i.e. a, b, c, d) for the 2004-05 year.

Actual Target Data for 2005-06:

Through Part B Monitoring

In the sampling of LEAs monitored across the state*, the total number of students referred prior to age 3 was 468, the total number not eligible was 124, and the number eligible who had an IEP implemented by the third birthday was 341. This represents 99% of the total children referred. The target percentage was 100%.

Those LEAs not attaining 100% compliance have written program improvement plans (PIPs). These will be followed up on during the 2006-07 school year for compliance/improvement in this area within one year of identification

*LEA by LEA analysis of the above: Forty two (42) LEAs representative of the state were monitored during the 2005-06 cycle. Of these LEAs, thirty four (34) had 100% compliance with this indicator and eight (8) did not. These LEAs included all demographic characteristics of the State (See indicator # 8-Overview for a detailed description of the demographic characteristics of these systems)

Through Part C Monitoring

Ninety-nine (99) % of children transitioning from TEIS had IEPs in place by age three, based on monitoring reporting. The required percentage is 100%.

The Early Childhood Transition area has been monitored in past cycles in the areas of parent training for transition from Part C to B, 90 day transition meetings, and community service information provided to families of non-eligible children (see SPP Indicator #15 for more information).

Through Part C/Section 619 Analyses: Tennessee has considered ways in which data may be analyzed to answer SPP preschool transition questions when the state electronic database development is complete. One such analysis would involve the identification of children from the Tennessee Early Intervention Data System (TEIDS, ages 0 to 3) who turned three and who will continue to be tracked in the TN EasyIEP (ages 3-21) statewide electronic database, ages 3-21.

As of the February 1, 2007 APR status report, TEIDS and EasyIEP database information sharing are still under construction. Once completed TN will be able to account for:

1. # of Children included in A but not B or C.
2. The range of days beyond the third birthday when eligibility was determined.
3. Reasons for delays.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06: (from 2005-06 APR) (See "status" section below for discussion)

Improvement Activities	Status of Improvement Activities
Quarterly Regional Partnership meetings in training and TA to improve transition steps and services.	Due to travel and personnel issues these meetings have been held as needed rather than quarterly

Continue to update and provide “Paving the Way for Successful Transitions” training modules for improved transition processes	Paving the Way for Successful Transitions is a transition training module presented jointly by Part C and Part B staff. This module has been required for systems that did not meet 100% compliance.
Identify and log transition issues from phone calls, parents, and compliance consultants.	Transition issues have been tracked and discussed by Division staff, LEAs and TEIS on an individual basis. Trends have been noted and analyzed for systematic improvement.
Work with Focus group of TN DOE Sp Ed Offices of 1) Data Services, 2) Compliance and Monitoring, and 3) Early Childhood, a local TEIS provider and a LEA representative to develop a data system for tracking students with IEPs that interfaces “transition components” in Part C with Preschool (619).	This work is underway and will be complete by the next reporting period.
Ensure that the Tennessee EasyIEP statewide electronic data system development includes: ---Students served in Part C ---Students referred to Part B ---Students determined not eligible for Part B ---Students determined eligible with development and implementation of IEP date. ---Field indicating range of days beyond third birthday ---Field indicating reasons for delay	This work began during the 2005 school year and is in the final stages of completion
As a result of LEA monitoring: ---Provide technical assistance to LEAs based on information identified through self-assessment or a survey ---Provide training in LEAs where significant discrepancies or noncompliance issues are found (these discrepancies and the specific training required are documented in Program Improvement Plans (PIPs).	“Paving the Way for Successful Transitions” is a transition training module presented jointly by Part C and Part B staff. This module has been required for systems that did not meet 100% compliance. Other TA is provided.
Provide TA to individual families as needed.	TA is provided to families on a routine basis as needed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07: *[If applicable]*

The TEIDS data system is closer to completion and trial runs. We would like to add this to our Improvement Activities beginning in 2006-07.

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Proposed Targets	Improvement Activities	Timelines	Resources
ALL from 06-07 to 2010-11	Data verification to include: 1. Training on data collection and data entry 2. Regular report tracking 3. Formal verification of data 4. Ongoing communication between state and locate systems 5. Train LEAs on TEIDS data system 6. site visits as needed	2006-07 and 2007-08	State staff and regional consultants

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for (Insert FFY): *[If applicable]:*

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

During the 2004-05 SY, the Tennessee Department of Education, Division of Special Education (SDE) determined that a more focused effort should be made to direct improvement efforts in secondary transition and post-school outcomes for students with disabilities. In order to meet that goal, the Office of Transition Services was added to the Division with the responsibility of developing and overseeing secondary transition services within the state. In addition, a Transition Leadership Team was formed to assist in strategic planning to improve secondary transition. This Team attended the national summit sponsored by National Center on Secondary Education and Transition. Partnerships and working relationships have been renewed and updated between the SDE, Division of Vocational Rehabilitation, Department of Workforce Development, the Developmental Disabilities Council, STEP, Inc., Tennessee Protection and Advocacy, The Department of Children's Services, the University of Tennessee Center on Disability and Employment, University of Tennessee LRE for LIFE Project, University of Memphis RISE Project, and Disability Coordinators from higher education.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Data to determine the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals will be collected through the compliance monitoring process and through participation in the Transition Outcomes Project. These two processes will be coordinated through the offices of Transition Services and Compliance monitoring for the 2005-2006 SY as a means of gathering data from an optimal number of local school districts through compliance monitoring.

The Transition Outcomes Project (TOPS) will assist local schools in meeting IDEA transition service requirements. The Project uses a data driven model to evaluate the effectiveness of providing and delivering transition services to students and families through the IEP process. (Please see attached a tentative timeline for the Transition Outcomes Project.) The TOPS will be coordinated through the Office of Transition Services in conjunction with Dr. Ed O'Leary of Utah State University and the Mountain Plains Regional Resource Center. After the initial training of school and district level teams from participating school districts, the teams will review IEPs using the Transition Requirements Checklist. Data from student IEPs, selected randomly and according to a graduated scale, will be entered into a web based data collection system, compiled, analyzed and reported back to the school. All special education teachers in each participating school will attend the report out meeting. Throughout the 06-07 school year TOPS school districts will receive technical assistance by SEA personnel and SEA contract personnel to improve the quality of transition planning and services. At

the end of the 06-07 SY, IEPs will be reviewed, data entered, analyzed, and reported back to the school for comparison with Year 1 data. Year 1 of the Transition Outcomes Project will include high schools and middle schools from nine school districts selected based on location, program offerings and diversity of school population, e.g. small vs. large, urban vs. rural, socio-economic impact and ethnic diversity. The Transition Outcomes Project Kick-Off event was held September 27, 2005 in Nashville with 60 school district personnel representing 27 school districts. The event was opened with speakers representing the SEA, the Developmental Disabilities Council, Tennessee Protection and Advocacy, the University of Memphis Boling Center on Developmental Disabilities and culminated with Dr. Ed O'Leary's presentation of an overview of the project and training on transition requirements in the IDEIA '04. During the 2005-06 SY partnerships have been formed between the SEA, Division of Vocational Rehabilitation, Department of Workforce Development, the Developmental Disabilities Council, STEP, Inc., Disability Law and Advocacy Center of Tennessee, The Department of Children's Services, the University of Tennessee Center on Disability and Employment, to jointly provide and disseminate informational materials and training to those interested in improving secondary transition services.

Additionally, SEA will utilize student file reviews through the LEA monitoring process. One fourth (¼) of the LEAs are monitored each year and include diversity of size, location, socio-economic indicators and ethnicity. Within each LEA, IEP case managers/teachers will complete a transition requirements checklist to evaluate required components of transition plans. State compliance monitoring staff will then validate a random, representative sample of these plans to ensure consistent evaluation parameters. The number of plans validated will be based on a graduated scale (i.e. as numbers of student's increase, the percentage of plans validated inversely decreases).

The Commissioner of Education has authorized the formation of a Project Management Committee on "Transitions to Higher Education". This committee met with Dr. Gene Bottoms of the Southern Regional Education Board and 40 of the most influential leaders in education, government, and politics in Tennessee on September 8, 2005, to begin work on this project. Several new initiatives, outlined specifically in the next section, and continuation of proven strategies will improve the percent of youth with coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals.

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline data will be provided in the FFY 2005 APR due February 1, 2007.

Discussion of Baseline Data:

Since this is a new indicator, the discussion of baseline data will be provided in FFY 2005 APR due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets, with a 100% compliance rate, will be provided in the FFY 2005 APR due February 1, 2007.
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	

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2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Implement Transition Outcomes Project	05-06 SY (See Attached Action Plan)	Contract w Dr. Ed O'Leary and consider contract with CuttingEDJ data management system
Submit letters of support and commitment for a grant to validate the seamless transition model in four Tennessee schools.	November 05	Dr. Nick Certo and UTCDE. Commitment from SPED Assistant Commissioner
Partner with Vocational Rehabilitation, Workforce Development, Department of Children's Services, STEP, Inc., and Disability Law and Advocacy Center to produce and disseminate training materials to improve transition to adult services in Tennessee	05-06 SY	Web development assistance from University of Tennessee, Transition Leadership Team
Partner with Developmental Disabilities Council, University of Memphis Boling Center and Disability Law and Advocacy Center to sponsor the Transition Outcomes Project (TOPS) and to inform state improvement activities	05-07SY and annually	Agency Partners, Office of Transition Services Assistant Commissioner Begin contracts for TOPS
Continue to partner with parent training and information centers to provide training and assistance to families re secondary transition process	05-06 SY and annually	Assistant Commissioner Office of Transition Services DSE Family Resource Consultants
Develop and post Transition Center Website to disseminate information, online transition assessments, and pertinent information for students, parents and educators	Spring '06	Technical assistance from the University of Tennessee, UTK server and Office of Transition Services
Conduct regional transition institutes open to families and educators	05-06 SY and annually thereafter	Partner with University of Tennessee and University of Memphis DOE staff
Revise/rewrite the Tennessee Connections Transition Manual to include updated		DSE Consultants Outside agencies & interest groups

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information consistent with the IDEIA '04		
Train teachers and administrators to implement the Self-Determination Curriculum in selected school systems.	06-07 SY and ongoing as needed	Consider contracting with University of Tennessee Center on Disability and Employment (UTCDE)
Implement Seamless Transition Projects in two pilot school systems utilizing a braided funding model between the LEA, adult service agencies and private agency contractors.	06-07 SY	Consider contract with UTCDE and consulting services from Dr. Nick Certo
Review data from Post School Outcomes Survey (PSOS), Transition Outcomes Projects, and compliance monitoring and adjust state improvement activities and technical assistance	July 2006-July 2007 and ongoing	Ed O'Leary, SEA personnel, Stakeholder groups, Transition Leadership Team
Continue to provide on-site technical assistance to school district personnel to improve transition planning and implement community based instruction programs	05-06 SY and ongoing	RISE and LRE for LIFE SEA staff Office of Transition Services
Provide joint training in cooperation with the Division of Career and Technical Education on Tennessee policies and required reporting for Work Based Learning Activities	05-06 SY and annually	SEA Staff Office of Transition Services
Develop distribution list of transition contacts statewide and use to share best practices, updated information and technical assistance from the Director of Transition Services	05-06 SY and ongoing	Office of Transition Services

Tentative Action Plan for Transition Outcomes Project:

Activities	Timeline	Resources
Organize Transition Outcomes Project events and timetable <ul style="list-style-type: none"> Develop TOPS Action Plan Identify SDE staff or contract staff to provide guidance and technical assistance during Project 	June 2005	Office of Transition Services Ed O'Leary Assistant Commissioner
Select LEA sites: How many per region; number of middle and high schools per site;# of files to review; determine how file sample will be chosen.	July 2005	Office of Transition Services Ed O'Leary Assistant Commissioner
Kick Off meeting	September 27	Ed O'Leary

<ul style="list-style-type: none"> to introduce volunteer school systems/LEA personnel to the Transition Outcomes Project 		Assistant Commissioner Office of Transition Services Agency Partners
Identify review team members for each selected site	November 2005	LEA Administrative Staff Office of Transition Services
Utilize an evaluation instrument or system to track students involved in the Project	November 2005	Ed O'Leary Assistant Commissioner Office of Transition Services Agency Partners
3 day training for Review Teams one event per region.	February-March 2006	Ed O'Leary SEA Consultants
Develop schedule for Report Out for each LEA	June 2006	Ed O'Leary SEA Consultants

UPDATED OVERVIEW, BASELINE DATA TARGETS & ACTIVITIES FOR 2005-06:**Overview of the State Performance Plan Development:**

During the 2005-06 SY, the Tennessee Department of Education, Division of Special Education (SDE) determined that a more focused effort should be made to direct improvement efforts in secondary transition and post-school outcomes for students with disabilities. In order to meet that goal, the Office of Transition Services was added to the Division with the responsibility of developing and overseeing secondary transition services within the state. In 2004-05, a Transition Leadership Team was formed to assist in strategic planning to improve secondary transition. This Team attended the national summit sponsored by National Center on Secondary Education and Transition. Partnerships and working relationships have been renewed and updated between the SDE, Division of Vocational Rehabilitation, Department of Workforce Development, the Developmental Disabilities Council, STEP, Inc., Tennessee Protection and Advocacy, The Department of Children's Services, the University of Tennessee Center on Disability and Employment, University of Tennessee LRE for LIFE Project, University of Memphis RISE Project, and Disability Coordinators from higher education.

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Data to determine the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals will be collected through the compliance monitoring process and through participation in the Transition Outcomes Project. These two processes will be coordinated through the offices of Transition Services and Compliance monitoring for the 2005-2006SY as a means of gathering data from an optimal number of local school districts through compliance monitoring.

The Transition Outcomes Project (TOPS) will assist local schools in meeting IDEA transition service requirements. The Project uses a data driven model to evaluate the effectiveness of providing and delivering transition services to students and families through the IEP process. (Please see attached a tentative timeline for the Transition Outcomes Project.) The TOPS will be coordinated through the Office of Transition Services in conjunction with Dr. Ed O'Leary of Utah State University and the Mountain Plains Regional Resource Center. After the initial training of school and district level teams

from participating school districts, the teams will review IEPs using the Transition Requirements Checklist. Data from student IEPs, selected randomly and according to a graduated scale, will be entered into a web based data collection system, compiled, analyzed and reported back to the school. All special education teachers in each participating school will attend the report out meeting. Throughout the 06-07 school year TOPS school districts will receive technical assistance by SEA personnel and SEA contract personnel to improve the quality of transition planning and services. At the end of the 06-07 SY, IEPs will be reviewed, data entered, analyzed, and reported back to the school for comparison with Year 1 data. Year 1 of the Transition Outcomes Project will include high schools and middle schools from nine school districts selected based on location, program offerings and diversity of school population, e.g. small vs. large, urban vs. rural, socio-economic impact and ethnic diversity. The Transition Outcomes Project Kick-Off event was held September 27, 2005 in Nashville with 60 school district personnel representing 27 school districts. The event was opened with speakers representing the SEA, the Developmental Disabilities Council, Tennessee Protection and Advocacy, the University of Memphis Boling Center on Developmental Disabilities and culminated with Dr. Ed O'Leary's presentation of an overview of the project and training on transition requirements in the IDEIA '04. During the 2005-06 SY partnerships have been formed between the SEA, Division of Vocational Rehabilitation, Department of Workforce Development, the Developmental Disabilities Council, STEP, Inc., Disability Law and Advocacy Center of Tennessee, The Department of Children's Services, the University of Tennessee Center on Disability and Employment, to jointly provide and disseminate informational materials and training to those interested in improving secondary transition services.

The Commissioner of Education has authorized the formation of a Project Management Committee on "Transitions to Higher Education". This committee met with Dr. Gene Bottoms of the Southern Regional Education Board and 40 prominent leaders in education, government, and politics in Tennessee on September 8, 2005, to begin work on this project. Several new initiatives, outlined specifically in the next section, and continuation of proven strategies will improve the percent of youth with coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals.

The SEA will also utilize student file reviews through the LEA monitoring process. One fourth (1/4) of the LEAs are monitored each year and include diversity of size, location, socio-economic indicators and ethnicity (see SPP indicator #8 for demographic details related to these sets of systems). Within each LEA, IEP case managers/teachers complete a transition requirements checklist to evaluate required components of transition plans. State compliance monitoring staff will then validate a random, representative sample of these plans to ensure consistent evaluation parameters. The number of plans validated is based on a graduated scale (i.e. as numbers of student's increase, the percentage of plans validated inversely decreases).

Baseline Data for FFY 2006 (2005-2006):Through LEA Monitoring

Based on the requirements of this indicator, 939 student transition plans were reviewed during the 2005-06 school year in 42 LEAs, for compliance with statutory requirements for transition goals and services. Of this number 561 or 60% were found to meet the federally defined target of 100% for appropriate measurable post secondary goals and transition services.

Discussion of Baseline Data:Through LEA Monitoring

While 60% compliance represents over half of the plans reviewed, it should be noted that the 2005-06 review was the first of this type. Improvements in the 40% of plans not found in compliance was addressed through the development of Program Improvement Plans (PIPs) in all of the 42 LEAs monitored. These plans tended to focus on the proper conducting of IEP meetings to write transition goals and plans, the proper components of plans for 16 year olds, and the utilization of outside agencies for implementing the plans. All areas of non compliance will be corrected within one year of their finding.

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Technical assistance in the transition area is currently being provided to LEAs with emphasis placed on the utilization of proper “age appropriate transition based assessments” for writing appropriate measurable transition goals.

Hopefully these efforts will guide the improvement of student plans, result in the writing of more useful post secondary goals and provide more support to student’s in attaining these goals.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post
2006 (2006-2007)	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post
2007 (2007-2008)	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals
2008 (2008-2009)	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals
2009 (2009-2010)	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals
2010 (2010-2011)	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals

Improvement Activities/Timelines/Resources:

Same as above

REVISIONS, WITH Justification to Proposed Targets/Improvement Activities/Timelines/Resources for (Insert FFY): if applicable.

SPP Template – Part B (3)

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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Refer to overview at Indicator 13.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process: (as of 2/1/08)

TN collected post school outcome data starting with *exited secondary students who graduated, aged out, dropped out or moved* during the 2005-06 school year. The data was collected in 2006-2007 for students who exited in 2005-2006 and will be collected in this way annually thereafter. The survey was conducted to collect information on post secondary school enrollment and competitive employment.

LEAs that completed the annual survey in the spring of 2007 were randomly selected through the *National Post School Outcomes Center* calculation tool.

NOTE: LEAs are randomly assigned to one of the 4 year's that they will complete the survey by the *Calculation Tool*. The three largest LEAs in TN complete the survey every year but are not shown on the calculation table for this reason. (see table – last page)

The use of this selection tool was discussed with the state OSEP contact as per instructions in the June, 2007, OSEP response table and approved upon discussion. LEAs will survey at least once every four years, and will represent a diverse population of students and school districts representative of the state. All school systems will complete the survey at least once every 4 years without replacement. Post-School Outcomes data will be reported by school district and state level. Representative state level data will be used in SPP and APR reporting, and to drive state improvement activities. Plans have been developed for surveying all LEAs with over 50,000 (ADM) students on an annual basis in addition to LEAs randomly selected.

During phase I of the process, student data is collected and includes contact and demographic information. During phase II the survey is completed by telephone and results are compiled for analysis and reporting.

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The number of students surveyed is based on the size of the student population in the school system with smaller systems surveying all students and larger systems surveying groups based on a graduated scale. As the survey is completed by telephone, no incomplete surveys are expected from individual respondents. However, multiple calls or additional contacts will be utilized to ensure the necessary response level. No personally identifiable information will be disclosed.

Plans for surveying all systems with an Average Daily Membership (ADM) of over 50,000 students annually are as follows:

1) Knox County School System - The sampling of students surveyed will be at least 25% of the total exited and will include all disabilities and will be proportional to the same percentage rate which occurs in the complete listing of exited seniors. The survey will be completed by telephone after students have been exited from the system at least one year. The system will use survey results in programming decisions and planning.

2) Memphis City School System - The survey will be conducted by telephone in mid - April of the school year following student exit from the system. An attempt will be made to contact every exited student, or their family, by the teacher whose roster the student was on. The desired response rate will be 50% and the system states that this should be a reasonable return rate due to the fact that contact will be made by staff members with whom the student or family are acquainted. Each High School will complete a tally of results then these will be combined for a system wide report. Results will be used to develop/edit/re-align instructional and transitional goals and activities for students who are still enrolled.

3) Metropolitan Nashville Public Schools - The system will use a graduated scale proportional to the number of students who have exited for sample selection. This resulted in approximately 17% of the 05-06 exiters being surveyed in 06-07. No response rate was designated. Actual data collection is done through a telephone survey and results compiled for each high school involved as well as system wide. All disabilities and demographics are represented in the sample of students surveyed with the goal of the survey being to obtain exiter data on competitive employment and postsecondary schooling. The results will be shared with supervisors and lead teachers and used to adjust instructional activities and transition goals.

The survey will provide information on competitive employment which is defined as: *work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.* This is the definition of the Rehabilitation Act as adopted by the state of TN.

Additionally information will be obtained on postsecondary schooling which is defined as: *education in a community college, four year university, vocational tech program or private vocational program with or without accommodations, attending full or part time. Full or part time attendance is defined by each school or program.*

Baseline Data for FFY 2006 (2006-2007):

SPP Template – Part B (3)

Tennessee

State

Post Secondary Education

199 of 723 or 27% were enrolled in some type of post secondary schooling.

Employment

399 of 723 or 55% were employed in a paid job.

BOTH Post Secondary Education and Employment

73 of 723 or 10% were identified as both enrolled in post secondary schooling and employed.

Discussion of Baseline Data:

A postsecondary survey (attached) was conducted across the state with 723 exited seniors in 28 LEAs during the spring of 2007. This group of LEAs was selected using the National Post School Outcomes Center calculator in order to obtain a representative sample. Exited seniors, approximately one year out of school, provided information on post secondary education and employment activities through a telephone survey conducted by LEA staff.

As is evident from the data, in Tennessee, more students with disabilities are employed after exiting high school than are enrolled in post secondary schooling. It is possible that some students with IEPs exiting high school may not feel prepared to further their education, and that a job, regardless of its merits or benefits, provides immediate gratification in the form of earnings. LEAs will set goals to increase enrollment in post secondary schooling for students with IEPs as this has the potential to increase levels of employment and independent living.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	The number/percent of exiting students competitively employed or enrolled in some type of post secondary school or both will increase, stay the same, or decrease no more than 5% when compared to the previous years' results.
2008 (2008-2009)	The number/percent of exiting students competitively employed or enrolled in some type of post secondary school or both will increase, stay the same, or decrease no more than 5% when compared to the previous years' results.
2009 (2009-2010)	The number/percent of exiting students competitively employed or enrolled in some type of post secondary school or both will increase, stay the same, or decrease no more than 5% when compared to the previous years' results.
2010 (2010-2011)	The number/percent of exiting students competitively employed or enrolled in some type of post secondary school or both will increase, stay the same, or decrease no more than 5% when compared to the previous years' results.

SPP Template – Part B (3)

Tennessee

State

Improvement Activities/Timelines/Resources:

NOTE: not required for the FFY06 report but providing in advance

Activities	Timeline	Resources
1. Provide information and training about the survey and use of survey instrument to local school system personnel	Fall of each school year	State Chairperson for Survey Implementation
2. Selected school systems will collect, analyze and prepare data to generate targets and improvement activities.	Spring/Summer Repeated Annually	LEA Staff
3. Review Transition technical assistance website(s) and utilize information as needed	Spring/Summer Repeated Annually	National Post School Outcomes Center
4. Collect evidence of implementation of improvement activities from LEAs completing survey.	One year following completion of survey	State Chairperson for Survey Implementation

POST SCHOOL FOLLOW UP SURVEY

2006-07

The purpose of this interview is to learn about your experiences in high school and about your current activities in areas related to employment, continuing education, independent living, and community involvement. The information will be used to plan high school programs to better prepare students for adult living.

Name of
Student

—

(First)

(Last)

(Maiden)

Survey Conducted With _____ Student _____ Parent/Guardian _____ Student/Parent

Survey Conducted

By:

(Name)

(Position)

I. EMPLOYMENT

A. Do you currently have a paid job? _____ Yes _____ No

1. If YES, check job type most compatible

If NO, skip to Part B

- _____ Food Service _____ Retail store or grocery
- _____ Factory Work _____ Construction/building trades
- _____ Mechanical/Automotive _____ Office Work
- _____ Domestic/Janitorial _____ Sheltered Workshop
- _____ Laborer (lawn care, painting, handling materials, etc.)
- _____ Other (Describe) _____

2. How many hours per week do you work? _____

3. How long have you worked at your current job?

- _____ 6 months or less _____ 7-12 months
- _____ 13-18 months _____ 19-24 months
- _____ More than 24 months

B. Unemployed

1. If not employed, what are you doing?

_____ College _____ Two-Year _____ Four-Year _____ GED Program
 _____ Vocational/Technical Program _____ Volunteering
 _____ Apprenticeship program _____ Attending a day program
 _____ Staying home and doing nothing _____ Looking for work w/help of an

agency

_____ Other (Please Describe) _____

POST-SCHOOL FOLLOW UP SURVEY Page 2

2. Amount of time on last paying job?

_____ Less than 1 month _____ 1-3 months
 _____ 3-6 months _____ More than 6 months

Still employed there? Yes / No

3. If No, Why did you leave the job?

☐ Laid-off ☐ Did not like the job ☐ Found a better job
☐ Too difficult ☐ Fired ☐ Quit
☐ Lacked skills or ability to do the job ☐ Returned to school/ training
☐ Other (Please Describe) _____

II. POST-SECONDARY EDUCATION

A. Are you currently attending school? (Do not include sheltered workshops/Supported Employment)

☐ Yes ☐ No

B. If YES, continue If No, skip to Section III

☐ Community College ☐ Four-Year University _____
 Vocational Tech Program

☐ Private vocational program (barber/beauty school, business school, etc.)

☐ Other (Please Describe) _____

C. Are you receiving any accommodations or support in your educational program?

☐ Yes ☐ No

III. STUDENT INVOLVEMENT IN TRANSITION PLANNING

A. Were you involved in the planning and development of your High School Transition Plan?

☐ Yes ☐ No

B. Did the activities and services of your transition plan help prepare you for life after leaving high school?

☐ Yes ☐ No

C. Did you participate in the Work-Based Learning program while in high school?

☐ Yes ☐ No

IV. COMMUNITY INVOLVEMENT

Are you involved in any recreation/activities? Such as:

☐ Church Activities ☐ Hanging with friends ☐ Going to movies
 POST-SCHOOL FOLLOW UP SURVEY Page 3

☐ Hobbies ☐ Computer/Internet ☐ Sports/Athletic
 Events
☐ Camping ☐ Mall ☐ Hiking
☐ Library ☐ Boating ☐ Driving around
 or riding around
☐ Fishing ☐ Hunting
☐ Other _____

V. INDEPENDENT LIVING

SPP Template – Part B (3)

Tennessee
State

A. Where are you currently living?

_____ Alone

_____ Alone with Support

_____ Parent/Guardian

_____ Spouse or Roommate

_____ Group Home

_____ Other (Please

Describe)_____

B. What are your future plans for your living arrangements?

_____ Alone

_____ Alone with Support

_____ Parent/Guardian

_____ Spouse or Roommate

_____ Group Home

_____ Other (Please

Describe)_____

Four Year Sample Cycle

The table below, the **highlighted** cells indicate the year a district is to be sampled.

	Sample			
District	Year 1	Year 2	Year 3	Year 4
Alamo		X		
Alcoa County	X			
Anderson County			X	
Athens		X		
Bedford County				X
Bells	X	X	X	X
Benton County			X	
Bledsoe County		X		
Blount County				X
Bradford				X
Bradley County	X			
Bristol	X			
Campbell County			X	
Cannon County		X		
Carter County	X			
Cheatham County				X
Chester County		X		
Claiborne County	X			
Clay County		X		
Cleveland			X	
Clinton County				X
Cocke County				X
Coffee County				X
Crockett County			X	
Cumberland County			X	
Davidson County		X		X
Dayton County	X			
Decatur County			X	
Dekalb County	X			
Dickson County	X			

SPP Template – Part B (3)

Tennessee
State

Dyer County		X		
Dyersburg		X		
Elizabethton		X		
Etowah	X			
Fayette County			X	
Fayetteville				X
Fentress County		X		
Franklin				X
Franklin County	X			
Gibson Co Sp District			X	
Giles County				X
Grainger County				X
Greene County				X
Greeneville County		X		
Grundy County	X			
H Rock Bruceton			X	
Hamblen County		X		
Hamilton County				X
Hancock County				X
Hardeman County			X	
Hardin County	X			
Hawkins County				X
Haywood County			X	
Henderson County		X		
Henry County	X			
Hickman County		X		
Houston County			X	
Humboldt			X	
Humphreys County				X
Huntingdon		X		
Jackson County	X			
Jefferson County				X
Johnson City		X		
Johnson County				X
Kingsport			X	
Knox County		X		

SPP Template – Part B (3)

Tennessee
State

Lake County		X		
Lauderdale County			X	
Lawrence County	X			
Lebanon	X			
Lenoir City			X	
Lewis County		X		
Lexington	X			
Lincoln County				X
Loudon County				X
Macon County	X			
Madison County		X		
Manchester			X	
Marion County	X			
Marshall County			X	
Maryville				X
Maury County			X	
McKenzie			X	
McMinn County		X		
McNairy County	X			
Meigs County				X
Memphis	X		X	
Milan			X	
Monroe County				X
Montgomery County			X	
Moore County	X			
Morgan County		X		
Murfreesboro	X			
Newport	X			
Oak Ridge			X	
Obion County			X	
Oneida County				X
Overton County	X			
Paris		X		
Perry County			X	
Pickett County				X
Polk County		X		

SPP Template – Part B (3)

Tennessee
State

Putnam County		X		
Rhea County				X
Richard City	X			
Roane County		X		
Robertson County				X
Rogersville	X			
Rutherford County	X			
Scott County		X		
Sequatchie County	X			
Sevier County			X	
Shelby County			X	
Smith County	X			
South Carroll			X	
Stewart County		X		
Sullivan County				X
Sumner County				X
Sweetwater			X	
Tipton County		X		
Trenton				X
Trousdale County	X			
Tullahoma			X	
Unicoi County		X		
Union City		X		
Union County				X
Van Buren County			X	
Warren County	X			
Washington County				X
Wayne County		X		
Weakley County				X
West Carroll Sp Sch District			X	
White County	X			
Williamson County	X			
Wilson County			X	

The table below shows how similar each sample of Districts is to your entire state. **Highlighted** Sample cells differ from the State +/- 3%

SPP Template – Part B (3)

Tennessee
State

NOTE: you won't be able to get back to this particular random sample, therefore, if the sample is acceptable, you should either print this screen and/or copy and paste the table into a Word document.

		Sample			
	State	Year 1	Year 2	Year 3	Year 4
Size	933688	281413	243810	315742	281615
SPED	102706	32161	27881	36335	32326
% LD	43	44	43	43	40
% ED	3	2	5	3	4
% MR	10	17	9	16	7
% AO	43	37	42	37	49
% Female	13	17	14	18	16
% Minority	31	46	33	51	26
% ELL	26	29	38	25	34
% Dropout	1	2	2	1	1

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
 - b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

- B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:
- a. # of findings of noncompliance made related to such areas.
 - b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

- C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:
- a. # of agencies in which noncompliance was identified through other mechanisms.
 - b. # of findings of noncompliance made.
 - c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:Through LEA Monitoring:

In TN Monitoring of Local Education Agencies (LEAs) identifies and corrects noncompliance as soon as possible and in most cases no later than one year from identification. The instruments and procedures that are used to ensure compliance with State and Federal laws are derived from OSEP's monitoring indicators and procedures originally entitled the Continuous Improvement Monitoring Process (CIMP). The monitoring extends across four year's and requires student record reviews, surveys, school visits and staff interviews. The core of the process is a self assessment that incorporates data collection into analysis and results in improvement planning for those areas not meeting established standards or thresholds. The Self Assessment Manual may be found on the Tennessee website at www.state.tn.us/education.

The Self Assessment is completed by each district during the first of their four year cycle with approximately ¼ of the State completing this self assessment and related activities each year. Thirty-six (36) indicators are answered and are analyzed and validated by TN DOE Compliance Consultants. LEAs must address non-compliant issues through Program Improvement Plans (PIP)

Follow up site visits are conducted by TDOE Consultants within one year of identification of non-compliance/improvement issues to determine their effectiveness. In the majority of cases, all actions of improvement/compliance are in place within one year. If LEAs do not implement actions they have outlined in their Plans or have not implemented them within set timelines, sanctions may be imposed and include one or all of the following: educational funding, school approval for the entire LEA (awarded in TN by meeting established and rigorous criteria of the Department of Education) or removal of student's from the special education census (which has funding effects) until all issues are resolved.

In summary, TN has developed and implemented a comprehensive method to determine whether schools are appropriately implementing Federal and State laws to ensure that student's with IEPs are receiving a Free Appropriate Education in the Least Restrictive Environment (FAPE). This method focuses not only on compliance but also on student outcomes as a measure of the effectiveness of educational supports and services.

Through State Agencies, State Special and Private Schools and State Operated Programs Monitoring:

State Agency, Private School and State Operated Facilities monitoring procedures used during 2003-2004 and which will continue to be used are described as follows: During May of each year, those agencies that will be monitored during the upcoming school year will be notified via letter from the Assistant Commissioner. During the Spring State Special Education Conference there are sessions scheduled for State Agency and Private Schools to receive specific training in assessment procedures and development of IEPs along with other information regarding compliance with state and federal requirements in the delivery of special education services to eligible students.

Technical assistance visits are made during the months of July, August and September to those agencies scheduled to be monitored during the coming year. These visits are utilized to review procedures and collect data such as the agency's Self Evaluation Instrument, inventories purchased with federal funds, surrogate parent information, accessibility of the facility and appropriate licenses, permits or waivers for personnel. Any problem areas identified during the technical assistance visit will be reported back to the agency as a program improvement plan to be addressed before Division of Special Education Consultants return for the formal monitoring visit.

The monitoring cycle begins in late September and continues through May. Problems included in the program improvement plan are re-visited during the formal monitoring visit. The Education Consultants forward the monitoring report to the agency within thirty (30) calendar days from the on-

site monitoring visit. The agency is given thirty (30) calendar days to respond to the State with a Corrective Action Plan (CAP), stating how the exception(s) will be corrected along with timelines for completion. If the CAP appears to be appropriate the consultant will acknowledge the plan and inform the agency of the follow-up visit to verify implementation of the CAP. The follow-up visit is usually scheduled within sixty (60) to ninety (90) days from receipt of the agency's CAP. During the follow-up visit the monitoring team will review a new sampling of records in addition to those that were to have been corrected by the agency to insure that the agency did a review for similar exceptions in records which were not reviewed by the monitoring staff.

Based on the above activity, if there are no additional exceptions identified, a letter is sent to the agency stating that their monitoring is closed for that year. Should there be exceptions that the agency has not corrected; a letter is forwarded to the Office of School Approval for appropriate action. The Division of Special Education through the Commissioner's Office has the authority to withhold funds to insure compliance when necessary. The monitoring process ensures that any non-compliance addressed in a CAP is corrected within one year.

Through County Jails/ Juvenile Detention Centers Monitoring

Monitoring of the identified county jails and detention centers are conducted on a three (3) year cycle beginning with the 2002-2003 school year. There are approximately ninety-five (95) county jails and twenty-six (26) juvenile detention centers. Approximately one third (1/3) of the counties are monitored each year.

Those facilities that are to be monitored during the current school year will be notified that they are to be monitored during summer of the previous year. In addition to the initial letter a policy is enclosed regarding the necessity of monitoring, which is to assure that all individuals with disabilities are receiving an appropriate education.

Technical assistance is provided by the Office of Compliance Monitoring. At the beginning of each school year, compliance consultants conduct meetings throughout the state to inform local education agencies (LEAs) of the monitoring procedures that include county-city jails and juvenile detention centers.

The monitoring schedule is planned by the juvenile services consultant, which involves conducting an on-site interview with the county's sheriff or designated person, an on-site interview with the local education agency (LEA), and a random on-site interview with inmates at the local county facility.

Monitoring Reports are to be provided to the local education agency (LEA) within (30) days following the on-site visit. When there are identified exceptions during the monitoring process, the local education agency (LEA) must submit a Corrective Action Plan within thirty (30) days following receipt of the monitoring report. The plan must state how the exceptions are to be corrected, giving timelines for completion. When the follow-up visit to verify implementation of the Corrective Action Plan is made and has not been satisfactorily implemented a letter is sent to the local education agency (LEA) indicating appropriate sanctions will be taken by the Department of Education. If the local education agency (LEA) is contracted with a state agency, that state agency will receive copies of all correspondence and may review their contract for appropriate actions.

Through Dispute Resolution:

The State utilizes three mechanisms to address the resolution of disputes: written administrative complaints, mediation, and due process hearings.

Written administrative complaints may be submitted to the division. Written complaints are investigated by division consultants. Early resolution of administrative complaints is attempted and encouraged by the division through communication with local education agencies and parents. When early resolution is not achieved, compliance consultants investigate the complaint through requests

for additional material, telephone discussions and site visits when deemed appropriate. Administrative complaints must be resolved within sixty calendar days of receipt by the division. Complainants and LEAs are advised in writing of the division's findings and what, if any, corrective action must be taken. A monitoring process ensures compliance with any direction for corrective action.

Mediation is encouraged as a method of dispute resolution. The division maintains a roster of qualified mediators who are available to mediate disputes throughout the state in a timely manner. Successful mediations result in written agreements, which are signed by the parties. A monitoring process ensures compliance with any agreements.

Due process hearings are available as a method of dispute resolution. The division maintains a roster of qualified attorneys who serve as hearing officers and are available to conduct hearings throughout the state. Early resolution of due process hearing requests is encouraged through resolution sessions or mediation. Due process hearings are concluded through settlement agreements or final orders issued by hearing officers. A monitoring process ensures compliance with agreements and final orders.

Data on all of the above mechanisms is collected through maintenance of logs of request and outcomes.

Baseline Data for FFY 2004 (2004-2005):Through LEA Monitoring:*Priority Area - General Supervision*

(Results were obtained through data review, survey and on-site visits.)

Indicators:

Child Find – 3 LEAs

Sufficient Qualified Staff - 1 LEA

In-Service Training addresses needs - 25 LEAs

Priority Area – Early Childhood Transition

(Results were obtained through data review and on-site visits.)

Indicators:

Staff /Parent Transition Training by age 3 – 12 LEAs 90 day

Timely Transition meetings - 1 LEA

Community service agency info to families of non-eligibles– 2 LEAs

Priority Area – Parent Involvement

(Results were obtained through a survey.)

Indicators:

Positive Results of Surveys Increase -13 LEAs

Parent involvement in activities that meet needs – 12 LEAs

Parents receive regular Progress Reports – 6 LEAs

Parents are informed of rights – 1 LEA

Parents involved in decision-making – 2 LEAs

Priority Area – FAPE in the LRE

(Results were obtained through data review, student record review, & on-site visits.)

Indicators:

Timely Initial Evaluations – 8 LEAs
 Timely Reevaluations – 8 LEAs
 High School Completion Rates – 5 LEAs
 ESY Services – 1 LEA
 Suspension/Expulsion Rates – 2 LEAs
 Training in Behavior Interventions – 2 LEAs
 Appropriate Functional Behavior Assessments – 6 LEAs
 Placement Option Continuum – 1 LEA

Priority Area – Secondary Transition

(Results were obtained through data review, student record review, & on-site visits.)

Indicators:

General Ed Diploma Rates – 2 LEAs
 Agency Linkages for Trans. – 6 LEAs
 Appropriate Transition Plans at age 14 – 1 LEA
 Participation in Planning at age 14 – 1 LEA

Priority Area – Other Requirements

(Results were obtained through data review & on-site visits.)

Indicators:

Disproportionality MR – 1 LEA
 Disproportionality – Gifted – 2 LEAs
 Facility Accessibility – 8 LEAs

For dispute resolution – Refer to Attachment 1 at the end of this section (Monitoring Priority 15).

Discussion of Baseline Data:

Through LEA Monitoring:

During the 2004-05 School year, twenty-nine (29) LEAs (approximately ¼ of the State's LEAs selected randomly and representative of all types of LEAs) were involved in Self Assessment Monitoring. This monitoring was conducted in 6 Priority Areas, which included 36 Indicators. 28 LEAs or 97% were found to have areas of noncompliance/need for improvement. All 6 Priority Areas and 26 of 36 indicators were included in these results. There were a total of 131 findings of non-compliance (documented by an improvement plan for each) in the LEAs randomly monitored in 2004-05.

Through State Agencies, State Special and Private Schools and State Operated Programs Monitoring

Individual Educational Programs (IEPs)

Four	4	IEPs were not current.
Ten	10	IEPs had Blanks or missing components.
Eight	8	IEPs had no documented Post School Outcomes on Transition Plan.
Four	4	IEPs did not reflect Transition Needs of Students age 14 and older.
Two	2	IEPs did not reflect beginning dates for objectives.

Assessment

Twelve	12	Student Folders contained non-current Eligibility Reports
Six	6	Evaluation Results were not current (within three years)
Four	4	Reevaluation Summaries were not present
Three	3	Doctor's Reports were not present for Health Impaired Students
One	1	Eligibility Report contained insufficient signatures
One	1	Folder lacked a Personality Assessment for an SED Student
One	1	Folder lacked a Social History for an SED Student
Two	2	Folders did not contain Evaluation results

Procedural Safeguards

Six	6	Notices to parents or guardian for IEP Team Meeting did not include discussion of transition services for the student.
Fifteen	15	Student folders did not document that Progress Reports had been sent to Parents or Guardian.
One	1	Program within the Department of Correction was not providing student access to computers due to security reasons.

Through State Agencies, State Special and Private Schools and State Operated Programs Monitoring:

Above is a summary of compliance monitoring during the 2004-2005 school year cycle. Thirty-Nine (39) programs were monitored with twenty-three (23) of the (39) having no identified exceptions. Sixteen (16) programs were found to have exceptions in the following priority areas: Individual Education Programs (IEPs), Assessment, Procedural Safeguards.

County Jails/ Juvenile Detention Centers Monitoring Procedures:**FAPE for Incarcerated Children with Disabilities Monitoring –
Summary Report: 2004-2005**

FAPE Incarcerated Children with Disabilities.

Tennessee Regions	Counties Scheduled 2004-2005	Counties Monitored 2004-2005	Individuals Identified 2004-2005
West Tennessee	5	5	2
Middle Tennessee	23	23	7
East Tennessee	13	13	7

County Jails/ Juvenile Detention Centers Monitoring Procedures: FAPE for Incarcerated Children with Disabilities Monitoring - In the 2004-2005 School Year several county-operated detention centers and/or jails have been monitored; West Tennessee five (5) county facilities, Middle Tennessee twenty three (23) county facilities and East Tennessee thirteen (13) county facilities. A total of sixteen (16) incarcerated individuals have been identified and presently receiving services (6) of which have been identified through the inmate interviewing process.

For resolution of disputes – Refer to Discussion of Baseline Data at Indicators 16 through 19.

For All Monitoring Systems: Monitoring of LEAs; State Agencies, State Special and Private Schools and State Operated Programs; County Jails/Juvenile Detention Centers; and Dispute Resolution Process:

--	--

SPP Template – Part B (3)

Tennessee
State

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>100% of proposed corrective actions to address the findings of non-compliance identified during the 04-05 SY will be initiated or completed by the end of the 2005-06 school year.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>
<p>2006 (2006-2007)</p>	<p>100% of proposed corrective actions to address the findings of non-compliance identified during the 2005-06 SY will be initiated or completed by the end of the 2006-07 school year.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>
<p>2007 (2007-2008)</p>	<p>100% of proposed corrective actions to address the findings of non-compliance identified during the 2006-07 SY will be initiated or completed by the end of the 2007-08 school year.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>
<p>2008 (2008-2009)</p>	<p>100% of proposed corrective actions to address the findings of non-compliance identified during the 2007-08 SY will be initiated or completed by the end of the 2008-09 school year.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of</p>

SPP Template – Part B (3)

Tennessee
State

	<p>actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>
<p>2009 (2009-2010)</p>	<p>100% of proposed corrective actions to address the findings of non-compliance identified during the 2008-09 SY will be initiated or completed by the end of the 2009-10 school year.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>
<p>2010 (2010-2011)</p>	<p>100% of proposed corrective actions to address the findings of non-compliance identified during the 2009-10 SY will be initiated or completed by the end of the 2010-11 school year.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>

Improvement Activities/Timelines/Resources:

For All Monitoring Systems:

Activity	Timeline	Resources
Provide follow-up technical assistance to programs based on information identified through on-site monitoring visits.	Annually	TDOE Consultants LEA program teams
Continue current monitoring practices to ensure compliance with federal requirements.	Ongoing	TDOE compliance staff
Provide training in programs where significant discrepancies or noncompliance issues are found.	Annually	TDOE regional consultants LEA personnel

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(The discrepancies and the specific training required are documented in the Corrective Action Plans – CAP.)		
Monitoring reports will be posted on the Web and instructional sessions at the state and regional conferences and annual orientation for new agency/ program staff.	Annually	TDOE Consultants

For dispute resolution:

Activities	Timeline	Resources
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2005-2006 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2006-2007 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2007-2008 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2008-2009 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2009-2010 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2010-2011 School Year	Division Staff

REVISION IN OSEP FORMULA FOR 2005-06 APR:

Measurement:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
- a. # of findings of noncompliance
 - b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	120
(1.1) Complaints with reports issued	111
(a) Reports with findings	111
(b) Reports within timeline	111
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	6
(1.3) Complaints pending	3
(a) Complaint pending a due process hearing	3
SECTION B: Mediation requests	
(2) Mediation requests total	59
(2.1) Mediations	
(a) Mediations related to due process	19
(i) Mediation agreements	9
(b) Mediations not related to due process	31
(i) Mediation agreements	21
(2.2) Mediations not held (including pending)	9
SECTION C: Hearing requests	
(3) Hearing requests total	70
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	10
(a) Decisions within timeline	1
(b) Decisions within extended timeline	9
(3.3) Resolved without a hearing	45
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

Written administrative complaints may be submitted to the division. Written complaints are investigated by division staff. Early resolution of administrative complaints is attempted and encouraged by the division through communication with local education agencies and parents. Administrative complaints must be resolved within sixty calendar days of receipt by the division. Sanctions are imposed on local education agencies that fail to respond to written administrative complaints within required timelines. Sanctions remain in place until issues in the complaint are resolved to the satisfaction of the division.

Legal staff will gather information from administrative complaint logs maintained for the time period.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1 located under Monitoring Priority 15.

Discussion of Baseline Data:

Of 119 signed written administrative complaints received by the division (from 16 LEAs), 111 had reported findings and were within timelines. 6 written administrative complaints were withdrawn or dismissed. There are 3 written administrative complaints pending due process hearings. Issues from these administrative complaints centered primarily around IEPs (89) and assessment (16). Remaining complaints were in other areas or were non-IDEA related.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written administrative complaints will be resolved within required timelines.
2006 (2006-2007)	100% of signed written administrative complaints will be resolved within required timelines.

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2007 (2007-2008)	100% of signed written administrative complaints will be resolved within required timelines.
2008 (2008-2009)	100% of signed written administrative complaints will be resolved within required timelines.
2009 (2009-2010)	100% of signed written administrative complaints will be resolved within required timelines.
2010 (2010-2011)	100% of signed written administrative complaints will be resolved within required timelines.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2005-2006 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2006-2007 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2007-2008 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2008-2009 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2009-2010 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2010-2011 School Year	Division Staff

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Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07: *if applicable*

After a review of the process and procedures used during the 2005-06 SY, it was determined that the following Improvement Activity should be added to this Indicator.

Proposed Targets	Improvement Activities	Timeline	Resources
Written Complaints 2006-07 to 2010-11	Increase communication between legal and other Division staff to address and resolve complainant telephone calls before they become formal written complaints. Maintain documentation of calls received and written complaints logged and do a comparison of differences.	Beginning 07 and annually thereafter	Legal and other Division Staff as needed.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

Due process hearings are available as a method of dispute resolution. The division maintains a roster of qualified attorneys who serve as hearing officers and are available to conduct hearings throughout the state. Early resolution of due process hearing requests is encouraged through resolution sessions or mediation. Legal staff will gather information from due process hearing logs maintained for the time period.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1 located under Monitoring Priority Indicator 15.

Discussion of Baseline Data:

Of 70 due process hearing requests received by the division 10 were fully adjudicated. Of the 10 that were fully adjudicated 1 was decided within timelines and 9 were decided within extended timelines. 45 due process hearing requests were resolved without a hearing.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearings will have written decisions within the required timelines.
2006 (2006-2007)	100% of due process hearings will have written decisions within the required timelines.
2007 (2007-2008)	100% of due process hearings will have written decisions within the required timelines.

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2008 (2008-2009)	100% of due process hearings will have written decisions within the required timelines.
2009 (2009-2010)	100% of due process hearings will have written decisions within the required timelines.
2010 (2010-2011)	100% of due process hearings will have written decisions within the required timelines.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process	2005-2006 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2006-2007 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2007-2008 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2008-2009 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2009-2010 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2010-2011 School Year	Division Staff, Hearing Officers

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = (3.1(a) divided by 3.1) times 100.
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Overview of Issue/Description of System or Process:

Early resolution of due process hearing requests is encouraged through resolution sessions, which must occur within fifteen days of receipt of due process hearing requests unless waived by the parties. Legal staff will gather data on early resolution through logs of request and outcomes.

Baseline Data for FFY 2005 (2005-2006):

Refer to TABLE 7 within Indicator 15 of the 2005-06 APR.

Discussion of Baseline Data:

50% of hearing requests that went to resolution meetings were resolved through resolution meeting settlement agreements. Of 26 resolution meetings conducted, 13 resulted in settlements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	1% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2006 (2006-2007)	2% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2007 (2007-2008)	3% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

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2008 (2008-2009)	4% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2009 (2009-2010)	5% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2010 (2010-2011)	6% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Develop appropriate form for collection of data regarding resolution sessions. Collect data regarding resolution sessions. Train division staff for attendance at resolution sessions.	2005-2006 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2006-2007 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2007-2008 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2008-2009 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2009-2010 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2010-2011 School Year	Division Staff

REVISIONS, WITH Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for (Insert FFY): [If applicable]

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

Mediation is encouraged as a method of dispute resolution. The division maintains a roster of qualified mediators who are available to mediate disputes throughout the state in a timely manner. Successful mediations result in written agreements, which are signed by the parties. Legal staff will gather information from mediation logs maintained for the time period.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1 located under Monitoring Priority Indicator 15.

Discussion of Baseline Data:

Of 50 mediation requests received by the division, 31 were not related to due process hearing requests. Of the 31 that were not related to due process hearing requests, 21 resulted in agreements. Of the 19 mediations that were related to due process hearing requests, 9 resulted in agreements. 9 mediations were either pending or not conducted.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	50% of mediations will reach agreement within any applicable timelines.
2006 (2006-2007)	52.5% of mediations will reach agreement within any applicable timelines.
2007 (2007-2008)	55% of mediations will reach agreement within any applicable timelines.

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2008 (2008-2009)	57.5% of mediations will reach agreement within any applicable timelines.
2009 (2009-2010)	60% of mediations will reach agreement within any applicable timelines.
2010 (2010-2011)	62.5% of mediations will reach agreement within any applicable timelines.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2005-2006 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2006-2007 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2007-2008 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2008-2009 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2009-2010 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2010-2011 School Year	Division Staff

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for (Insert FFY): [If applicable]

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:
Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

During the 2004-2005 school year, the TDOE completed the pilot and partial initial implementation of the new State-wide Student Information Management System (SSMS). SSMS is a student-level data system with two components, a general education enrollment and attendance system and a special education data collection and IEP writing tool, being implemented as a four-year long process. The special education component of SSMS is a web-based application that utilizes an Oracle database structure. The SSMS collection and storage system has several integrated features to ensure that data submitted is as accurate as possible. These integrated features include:

- Business rules ensure that all data collections have definitions, validation tables that contain acceptable values, and missing data reports. Most are sufficiently rigorous and do not allow for “free-form” input of data.
- Automatic data editing is employed by all online data entry systems. This requires that data pass through edit programs that produce lists of error reports.
- The aggregate data system is housed in a high security architecture and allows only limited direct access to selected staff with TDOE.

Much of the data needed to develop state and federal special education reports is processed through this data system. Beginning in December 2005, all students will be assigned a unique student identifier. All data submitted to the TDOE/DSE are reviewed by LEA personnel and signed assurance is provided by LEA leadership that that data are accurate. These processes help to ensure a more accurate and secure process for all student data, including assessment results. Timeliness of data completion and submission from LEAs is ensured by the relating the timing of the allocation of funding to the LEA to the receipt of the LEA data.

Personnel in the Office of Data Services have primary responsibility for handling the student-level special education data from SSMS. Office of Data Services personnel use information from OSEP Part B edit and data cleansing documents and other technical assistance opportunities, including attending Part B and Part C Data Managers’ Meetings and networking with other state data managers

through the official listserv and the Part B Communities of Practice as guidance for data handling, analysis, and application in reports.

The SEA has encouraged and participated in cross-department collaboration to ensure that efforts are coordinated for efficiency and effectiveness. The special education, evaluation and assessment, data, and IT staff meet in a variety of groups and settings to improve data accuracy and availability that will meet the needs of all divisions in the Tennessee Department of Education to ensure that all reporting to the US Department of Education is accurate and timely.

The State Performance Plan utilizes state and federal data to complete the indicators within this report. To ensure accuracy of data in the SPP, the Office of Data Services double-checks data entered into the tables used for the SPP. This is to ensure that all information was transferred accurately and that the formulas are calculating accurately. Data Services personnel also assist the indicator chairpersons with the explanation of the data, as well as the comparison to past data to determine if there is a trend.

The FFY'05 SPP will be made available to the pupil by being posted on the SDE Website at <http://www.state.tn.us/education/speced/sereports.php>. It will also be available as a hardcopy at the State Resource Centers, at our statewide Special Education Supervisors Conference, and hard copies will be available for any verbal requests.

Baseline Data for FFY 2004 (2004-2005):

Report Name	Status (Submission Date)
2003-2004 Annual Performance Report	Submitted on time (March 1, 2005)
2004-2005 Table 1 Child Count	Not submitted on time (March 6, 2005)
2004-2005 Table 2 Personnel	Submitted on time (November 1, 2005)
2004-2005 Table 3 Education Environment	Not submitted on time (March 4, 2005)
2004-2005 Table 4 Exiting	Submitted on time (November 1, 2005)
2004-2005 Table 5 Suspension/Expulsion	Submitted on time (November 1, 2005)

Discussion of Baseline Data:

Tennessee has an excellent record of collecting and submitting required data in a timely manner. Data collection procedures undergo constant analysis and revision to improve the accuracy of all data elements at the initial collection level in LEAs, at the importing of data at the SEA level, and in the systems for storage and extraction. Tennessee's State Performance Plan will be submitted on time. All previous APRs have been submitted on time.

Data for the 2004-2005 school year were collected from three separate sources (SSMS and data from the previous computer-based data system and paper reports) that were brought together at the state level to create the state composite reports used for standard reporting to OSEP and in the development of baseline information for Indicators in this 2005-2010 State Performance Plan. Due to complications with student-level data from SSMS, TDOE/DSE requested permission from Judith Holt at OSEP to submit 2004-2005 Table 1 and Table 3 in March, 2005. The data for Tables 1 and 3 were completed and submitted to Westat on March 6, 2005 followed by the hardcopy of the report being signed and submitted to OSEP on March 8, 2005.

Data accuracy and timeliness for future data collection, analysis, and reporting will be ensured through validations of the data entry process at the LEA level, and validations in the reporting process at the SEA level. In SSMS, data entry validation tables ensure that the users are protected from entering data that is inconsistent; for example, SSMS special education component ensures that users cannot enter an IEP date that occurs before the student appeared in the school system. Reporting validations utilize advanced algorithms to ensure counts are unique and that student's moves (within and/or between school systems) do not result in duplicated student counts. Additionally, school system Directors are required to go through a certification process with their data whereby they indicate that they have reviewed and approve the reported counts. A signature is required by the school system Director to validate the accuracy of the 618 data. School systems are provided data instructions for the various collections that are consistent with OSEP's data instructions. All data are examined and compared to past school system collections.

The TDOE/DSE continues efforts to improve statewide data collection systems that will ensure accuracy and timeliness. The continued development and full implementation of SSMS will support these efforts. In addition, refinement of data collection through the compliance monitoring process concerning family involvement, preschool outcomes, secondary transition, evaluation completion timelines, and other data that supplement and support the 618 data will continue.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	State reported data are 100% timely and accurate.
2006 (2006-2007)	State reported data are 100% timely and accurate.
2007 (2007-2008)	State reported data are 100% timely and accurate.
2008 (2008-2009)	State reported data are 100% timely and accurate.
2009 (2009-2010)	State reported data are 100% timely and accurate.
2010 (2010-2011)	State reported data are 100% timely and accurate.

Improvement Activities/Timelines/Resources:

A. To ensure accuracy of data:

Timeline	Action	Person(s) Responsible
Provide TA to LEAs on a. collecting valid & reliable data as well as procedures to verification of data b. maintaining copy of records	September, 2005 – June 2006 and ongoing	Director of Data Services Office of Management Services

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State

<p>submitted to State</p> <p>c. How/when to notify State of changes in LEA data</p> <p>d. Year to year comparisons of each table, i.e. child count, disability information, exiting and LRE data</p> <p>e. Definitions for common misinterpretations or new interpretations, such as how to enter "Moved, not known to be continuing", distinguishing long vs. short-term suspensions, etc.</p> <p>f. Use of state-wide assessment data for students with disabilities in state and federal reports (new OSEP Table 6)</p>		
<p>Work with contractor for state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data</p>	<p>December, 2005 through June 2006 and ongoing</p>	<p>Office of Data Services</p>
<p>Implement unique student identification number to more accurately match, track, and interpret data.</p>	<p>December, 2005 and ongoing</p>	<p>Office of Technology</p>
<p>Communicate and collaborate with other offices within the Tennessee Department of Education to obtain comparison data necessary for compilation of Annual Performance Report indicators</p>	<p>June – November, 2006 and ongoing</p>	<p>Office of Data Services</p> <p>Office of School Approval</p>
<p>Work to receive clearance to submit data previously submitted to OSEP through the DANS system via the Education Data Exchange Network (EDEN).</p>	<p>October, 2006</p>	<p>Office of Data Services</p> <p>Office of Technology</p>

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B. To ensure that all federal data tables are submitted on time -

Activity	Timeline	Resources
Information placed on special education website for LEAs to download and read for December Census Report	November, 2005	Office of Data Services
December Census due to State from LEAs	December 15, 2005	Office of Data Services LEA personnel
Deadline for all verifications and additional data.	January, 2006	LEA personnel
Submit Federal Data Tables 1 & 3 to OSEP	February 1, 2006	Office of Data Services
Information placed on special education website for LEAs to download and read for EOY Reports	April, 2006	Office of Data Services
EOY Federal Tables due to State from LEAs	June 30, 2006	Office of Data Services LEA personnel
Submit Federal Data Tables 2-5 to OSEP	November 1, 2006	Office of Data Services
December Census due to State from LEAs	December 15, 2006	Office of Data Services LEA personnel
Submit Federal Data Tables 1, 3 & 6 to OSEP	February 1, 2007	Office of Data Services

C. To ensure that the FFY'05 APR is submitted by February 1, 2007 -

Activity	Timeline	Resources
Review/reassign staff assignments to each indicator as well as to each cluster.	Mid February, 2006	Assistant Commissioner & SPP/APR Chairperson
Organize federal data tables (due February 1 to OSEP) for next APR in format for indicator chairpersons to use with groups.	Late February, 2006	Office of Data Services

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Provide reformatted Federal Data Tables to appropriate indicator chairpersons.	March, 2006	Office of Data Services
Assignments due for indicators who utilized February 1 data.	May, 2006	Cluster Chairpersons Indicator Chairpersons
Review indicators and provide feedback.	June, 2006	SPP/APR Chairperson Cluster & Indicator Chairpersons
Submit completed “draft” indicators to DOE APR Committee for review & revision.	July, 2006	SPP/APR Chairperson Cluster & Indicator Chairpersons
Submit completed “draft” indicators to State Advisory Council/ICC for review & feedback.	July 12, 2006	Assistant Commissioner SPP/APR Chairperson
Consider and incorporate Advisory Council/ICC comments.	July, 2006	Assistant Commissioner SPP/APR Chairperson Cluster/Indicator Chairpersons Office of Data Services
Finalize indicators utilizing February 1 data for next APR.	August, 2006	SPP/APR Chairperson Cluster & Indicator Chairperson
Organize federal data tables (due November 1 to OSEP) for next APR in format for indicator chairpersons to use with groups.	Sept. 1, 2006	Office of Data Services
Provide Federal Data Tables (due to OSEP on Nov. 1) to appropriate indicator chairpersons.	October 1, 2006	Office of Data Services
Assignments due for indicators who utilized data due to OSEP on Nov. 1.	December 1, 2006	Cluster Chairpersons Indicator Chairpersons
Review indicators and provide feedback to indicator chairpersons.	Dec. 5, 2006	SPP/APR Chairperson Cluster & Indicator Chairperson
Submit completed “draft” indicators to DOE APR Committee for review	Dec. 8, 2006	SPP/APR Chairperson Cluster & Indicator

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& final revision.		Chairperson
Submit “draft” indicators to State Advisory Council for review and comments.	Dec. 12, 2006	SPP/APR Chairperson
Consider and incorporate Advisory Council/ICC comments into APR	December 19, 2006	Assistant Commissioner SPP/APR Chairperson Cluster/Indicator Chairpersons Office of Data Services
Submit completed APR for final approval to State Advisory Council.	January 9, 2006	SPP/APR Chairperson
Submit FYY’05 APR to OSEP & place document on Division website.	February 1, 2007	SPP/APR Chairperson

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for (Insert FFY): [If applicable]

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

Data for the State Indicator of Disproportionate Identification of Minority Students as Intellectually Gifted was collected through system reporting in the 2004-2005 Gifted End-of-Year Report. A task force, comprised of parents, teachers, university educators, advocacy groups and DOE personnel, met seven times during the 2004-2005 school year to review and revise guidelines for screening and assessment of potentially gifted students. Tennessee's Disproportionality Core Work Group (DCWG) comprised of DOE Special Education Staff and ESL Staff, met four times during the 2004-2005 school year and has set a State Goal to decrease the underrepresentation of black (not Hispanic) as well as Hispanic students in the identification of students as gifted.

(The following items are to be completed for each monitoring priority/indicator.)

State Monitoring Priority:**Disproportionate Identification of Minority Students as Intellectually Gifted**

State Indicator 21-Gifted: Underrepresentation of black (not Hispanic) and Hispanic ("target") students as Intellectually Gifted:

- A. Percent of "target" students identified as potentially gifted through child-find (grade level) and individual screening
- B. Percent of "target" students evaluated and identified as gifted
- C. Percent of "target" students receiving services as gifted in grades K-12.

Measurement:

- A. Percent of "target" students identified as potentially gifted through child-find/grade level screening = number of "target" students individually screened divided by the total number of students screened X 100.
- B. Percent of "target" students evaluated and identified as gifted = number of "target" students evaluated and identified as gifted divided by the total number of students evaluated and identified as gifted X 100.
- C. Percent of "target" students receiving services as gifted = number of "target" students receiving services as gifted divided by the total number of students receiving services as gifted X 100.

Overview of Issue/Description of System or Process:

Tennessee entered into a Resolution Agreement with the Office for Civil Rights in January of 1999 with specific purpose of decreasing disproportionality (underidentification) of African-American students identified as Intellectually Gifted. The primary commitments of the Agreement pertained to: 1) screening/referral criteria and procedures; 2) evaluation procedures and eligibility criteria; and 3) oversight, reporting, and monitoring responsibilities. Revised child find (including a standard process for grade level screening statewide), revised assessment procedures, and revisions to the identification of gifted students to include a multi-modal, multi-faceted assessment were implemented in the 2000-2001 school year. Additionally, training and a guidelines manual were developed by the State outlining best practices and requirements for utilization of a more culturally-fair and unbiased process for identification of gifted students. In September of 2005, the Office for Civil Rights concluded that Tennessee had fulfilled the commitments of the Agreement. Although significant progress has been made towards this goal, Tennessee's Disproportionality Core Work Group (DCWG – refer to Indicators 9 and 10) has set a State Goal to decrease the underrepresentation of black (not Hispanic) as well as Hispanic students in the area of gifted. The focus of this goal was determined based on the composition of the majority of Tennessee's population (99.5%) being comprised of students who are white (not Hispanic), black (not Hispanic), or Hispanic.

SPP Template – Part B (3)

Tennessee
State

Data collected in the 2004-2005 school year is indicative of continued disproportionate identification and placement of black (not Hispanic) and Hispanic students as gifted when compared with white (not Hispanic students).

Baseline Data for FFY 2004 (2004-2005):

Based on Tennessee's June 30, 2005 child count, the total number of students in Tennessee for grades K-12 is 920,296. Tennessee's identified gifted students comprise 31,364 or 3.4% of the total school population. A breakdown of the data for students in each of the "target" populations, as compared to white (not Hispanic) students who were screened, evaluated, and identified for services as gifted is as follows:

(State Indicator – Part A):

Percent of students identified as potentially gifted
through child-find (grade level) and individual screening

Total number of White students screened for gifted	Total number of students screened for gifted	Percentages of White students screened for gifted
14,841	19,517	76.04%

Total number of Black students screened for gifted	Total number of Hispanic students screened for gifted	Total number of students screened for gifted	Percentages of "target" students screened for gifted	
			Black	Hispanic
3,856	399	19,517	19.76	2.04

(State Indicator – Part B):

Percent of students evaluated and identified as gifted

Total number of White students evaluated for gifted	Total number of students evaluated for gifted	Percentages of White students evaluated for gifted
5697	8552	66.62

Total number of Black students evaluated for gifted	Total number of Hispanic students evaluated for gifted	Total number of students evaluated for gifted	Percentages of "target" students evaluated for gifted	
			Black	Hispanic
2358	206	8552	27.57	2.40

SPP Template – Part B (3)

Tennessee
State

(State Indicator – Part C):

Percent of students receiving services as gifted (based on total student population)

White (not Hispanic)		
Total # of students	Total # receiving services as gifted	Percent of students receiving services as gifted
654,048	25,052	3.8%

Black (not Hispanic)		
Total # of students	Total # receiving services as gifted	Percent of students receiving services as gifted
235,799	4,413	1.9%

Hispanic		
Total # of students	Total # receiving services as gifted	Percent of students receiving services as gifted
28,102	342	1.2%

Discussion of Baseline Data:

The baseline data for the 2004-2005 school year was acquired from information reported in the June 2005 End-of-Year Report which is submitted by all school systems. Data reflects that 3.4 percent (3.4%) of Tennessee's total student population is identified and receiving services as gifted.

Data comparing students identified as potentially gifted through the statewide grade level and individual screening process (based on the total number of students screened) is as follows: 76.04% – white (not Hispanic); 19.76% – Black (not Hispanic); and 2.04% – Hispanic. Analysis of the data collected in the 2004-2005 school year reveals a significant disproportionate number of “target” students who were identified as potentially gifted through the screening process.

Comparative data for students evaluated and identified as gifted (based on the total number of students evaluated) is as follows: 66.62% – white (not Hispanic); 27.57% – Black (not Hispanic); and 2.40% – Hispanic. Analysis of the data collected in the 2004-2005 school year further supports a significant disproportionate number of “target” student populations who were evaluated and identified as gifted.

Data for students receiving services as gifted (based on the total student population) is as follows: 3.80% – white (not Hispanic); 1.90% – Black (not Hispanic); and 1.20% – Hispanic. Analysis of the data for students receiving services as gifted in the 2004-2005 school year provides conclusive evidence of disproportionate screening and evaluation of students as gifted in both the black (not Hispanic) and Hispanic populations.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .1%.
	The percent of Hispanic students in grades K-12 identified as gifted will increase by .1%.
2006 (2006-2007)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .1%.
	Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .1%.

SPP Template – Part B (3)

Tennessee
State

2007 (2007-2008)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .2%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .2%.
2008 (2008-2009)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .3%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .3%.
2009 (2009-2010)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .3%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .3%.
2010 (2010-2011)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .3%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .3%.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Develop and pilot revised assessment procedures for potentially gifted students from “target” populations	Fall 2005 – Spring 2006	-DOE Special Education support staff; -Statewide Gifted Task Force; -LEA Special Education Supervisors, -Assessment Personnel, and; -Gifted Coordinators and teachers
Develop Gifted ‘Best Practices Manual’ to include: 1. recommended child find and screening procedures 2. appropriate, culturally-fair procedures of assessing “target” populations for gifted 3. instruction methods for secondary students identified as gifted	Spring 2006 – Fall 2006	-DOE Special Education support staff; -Statewide Gifted Task Force; -LEA Special Education Supervisors, -Assessment Personnel, and; -Gifted Coordinators and teachers
Revise and analyze LEA Gifted End-of-Year (G EOY) Report to reflect revisions made in gifted identification and assessment criteria Analyze data from G EOY Report and provide focus TA and LEA demographic-specific guidelines to LEAs with disproportionate or no child find activities (i.e., grade level and individual screening)	Spring 2006 – Ongoing	-DOE Special Education support staff; -LEA Special Education Supervisors, and -Gifted Coordinators and teachers

SPP Template – Part B (3)

Tennessee
State

Provide technical assistance to LEAs that continue to screen and assess “target” populations for gifted at disproportionate rates.		
Provide training and TA to LEA gifted services personnel, school psychologists, gifted screening team members and teachers of gifted in appropriate, culturally-fair child find, screening, and evaluation procedures of alternative methods “target” populations.	Fall 2006 – Ongoing	<ul style="list-style-type: none">-DOE Special Education support staff;-Assessment Personnel;-LEA Special Education Supervisors, and-Gifted Coordinators and teachers

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for (Insert FFY): [If applicable]

IDEA, Part B – ACRONYMS
2004-2005

ADM		Average Daily Membership
APR		Annual Performance Report
BIP		Behavior Intervention Plan
CADRE		Consortium for Appropriate Dispute Resolution in Special Education
CFR		Code of Federal Regulations
CIMP		Continuous Improvement Monitoring Process
CSPD		Comprehensive System of Personnel Development
DCWG		Disproportionality Core Work Group
DD Council		Developmental Disabilities Council
DOE		Department of Education
DSE		Division of Special Education
ECT		Early Childhood Transition
EOY		End of Year
ESL		English as a Second Language
ESY		Extended School Year
FAPE		Free Appropriate Public Education
FBA		Functional Behavior Assessment
FLRE		Free Appropriate Public Education in the Least Restrictive Environment
FSC		Field Service Centers
GS		General Supervision
GSEG		General Supervision Enhancement Grant
ICC		Interagency Coordinating Council
IDEA /IDEIA		Individual with Disabilities Education Act 2004
IEP		Individual Education Program
IFSP		Individual Family Service Plan
LEA		Local Education Agency (i.e. School System)
LRE		Least Restrictive Environment
NCLB		No Child Left Behind
NCCRESt		National Center for Culturally Responsive Education Systems
OR		Other Requirements

OSEP		Office of Special Education Programs
Part B		The section of the IDEA that pertains to special education services for children from 3 to 22 years
Part C		The section of the IDEA that pertains to Special Services for children from birth through 2 years
PI		Parent Involvement
PIP		Program Improvement Plan
PTI		Parent Training & Information Centers
RTI		Response To Intervention
SEA		State Educational Agency
SIG		State Improvement Grant
SIP		School Improvement Plan
SSMS		State Student Management System
ST		Secondary Transition
TA		Technical Assistance
TCA		Tennessee Code Annotated
TCSP		TN Comprehensive Systemwide Planning Process
TDOE		Tennessee Department of Education
TEIS		Tennessee Early Intervention System
TBD		To Be Determined
TSB		Tennessee School for the Blind
TSD		Tennessee School for the Deaf
WTSD		West Tennessee School for the Deaf